

## PERSONAL

"Ladies and gentlemen . . . I am sorry to have had to call yet another meeting of the BEd examination committee, but you will recall that, at our last meeting, we managed to compose 19 questions but could not agree about the last question for this year's BEd final examination paper. We decided, therefore, to reconvene and finish setting the paper so that it can go to the printer's well before finals take place. Several colleagues have sent in suggestions, so it ought not to take us too long to agree the wording of the twentieth question."

"Excuse me Mr Chairman, but does the last question on the paper have to be on any particular topic? Only I'm rather concerned that we haven't had too many questions on infant method in the BEd this year."

"No Miss Ashcroft, this is an interdisciplinary paper so the questions can be in any field. Let's start by considering some of the written suggestions sent in by various tutors. The first one I have is from Mr Jenkins and the psychology staff, and it simply says, 'Compare Bruner and Piaget'. Any comment on that proposal?"

"Mr Chairman, don't I recall a similar question in last year's paper?"

"Let me just check that Mr Battersby, I have last year's paper here somewhere. Ah, yes there is perhaps a teeny bit of overlap. Last year we said 'Compare Piaget and Bruner'. Is that too close?"

"Could we ask the question in a more rigorous form, Mr Chairman, like 'Compare and contrast Piaget and Bruner'?"

"Well I think we may have to drop your question altogether, Mr Jenkins. Perhaps we could consider the proposal from the sociology staff. Yes, Miss Ashcroft."

"I wonder if we could look at my infant method question first on the use of scissors and glue in project work. We've done quite a lot of sticking and gluing this term, and we do seem to be short of practical questions."

"Mr Chairman, do we have to continue to insult the intelligence of our BEd final candidates by asking bloody stupid questions like 'Discuss the place of scissors in topic work'?"

"I'm sick of all this folksy unscientific claptrap in the infant method course. In last year's final papers one of Miss Ashcroft's students wrote that Piaget played inside right for Racing Club de Paris and that Bruner was a brand of tobacco."

"Now please, Mr Jenkins, you



Ted Wragg

must not feel bitter simply because we have turned down your psychology question. I have the highest regard for the very practical orientation of Miss Ashcroft's excellent infant method course. I am sure, however, that you could boost its image considerably, Miss Ashcroft, if you were to devise a number of more precise scientific terms, such as 'scissorsology' or 'glueosity'. Let us take the sociology proposal next. Perhaps you would be kind enough to read out your sociology question, Mr Wildbender, it is rather long."

"Certainly Mr Chairman. The sociology staff offer the following either/or question: 'Either Describe how capitalism has basically destroyed educational opportunities for the struggling working masses, how giant multinational conglomerates have viciously butchered the educational system, and basically imposed the worthless values of the basically imperialistic war-machine of the bourgeoisie, and locked it basically into a perpetual class struggle, making special reference to outstanding thinkers like Gramsci, Althusser and Marcuse, and basically mentioning as many Marxist sociologists as possible in the time available,' or

"Just a minute Mr Wildbender, I do think your question is a trifle long and shows just a touch of, how shall I put it, well, bias. Yes Miss Ashcroft, what is it now?"

"Mr Chairman, in view of our difficulties finding this last question, could we look at my alternative proposal: 'Explain why Gloy is better than Sellotape for sticking children's paintings on a wall freeze'?"

"I'm sorry Miss Ashcroft, we still have a question from the philosophy tutors to consider. Can I check first Mr Saunders, whether anything is missing, because I know the philoso-

phy staff like to set fairly terse questions, but in the paper you sent me it simply says 'Children talk'. Have I mislaid the rest of the question?"

"No Mr Chairman, that is indeed the full version, and I should point out, it does raise several absolutely fundamental empirical, teleological and indeed even eschatological issues."

"Look, ladies and gentlemen, we are not going to resolve this problem very easily, and in any case I feel myself the contemporary educational issues dimension is missing from the whole interdisciplinary paper, so I suggest the following compromise question: 'Discuss the contribution of Piagetian stage theory and Marcuse's New Left view of totalitarianism to our understanding of empirical studies of falling rolls, redeployment, multicultural education, personal, social, moral and health education, peace studies, 14-18 pre-vocational MSC schemes, youth, unemployment and economic examining at 16-plus'."

Miss Ashcroft: "I haven't finished yet: 'On completing last year's paper candidates should cut it into a diamond shape and glue it neatly to the examination room wall'."

## ARISTIDES

## Dissolving the wall of words

"On reading and writing all the evidence is in - there's no need for more research on how children learn or how people should teach them, what are needed are entirely political decisions."

Frank Smith, of *Understanding Reading* fame, was over from Canada, where he is professor of language in education at the University of Victoria, this week. He had come to talk to advisers, lecturers and teachers at the London Institute of Education and the ILCA primary language centre about his latest work.

He gets a warm, though slightly guarded, welcome here. His books on reading and writing persuasively, and with many academic footnotes, propagate views about learning to read and write which many primary and English teachers have reached intuitively long since. But they sometimes rather feel that he takes a lot of credit for reinventing the wheel.

Briefly, he believes that children learn to read by reading, and to write by reading, writing and talking. He maintains that all the programmes and schemes designed to teach children the skills and sub-skills of literacy are a waste of time. "All the programmes used in the last 25 years have been a spectacular failure - there is no evidence they work at all. But we have lots of evidence that children learn to read and write without systematic and systematic instruction," he says.

Now he reckons that the teaching of reading and writing is no problem - provided politicians and administrators and teachers and parents recognize how children actually learn. Teachers should worry less about education in classrooms and more about educating the outside world, he says.



Frank Smith: "No need for more research"

What he is interested in is "collaborative learning" - children and adults learning together in a cooperative way. "At the moment, teachers only collaborate with children who are doing well - the others get put in an aversive situation as failures, told they've got four out of ten again."

He says he has become increasingly excited by the prospect of microcomputers changing education. "People see the potential for art and music, but less for writing. Word processors give young writers control over, wayward ideas and over technical problems like spelling and editing. They can get on with the important aspect of writing - producing something interesting."

At the moment, he says, micros are being used to deliver traditional

## Not another nutty prof

A harmless-looking science textbook that mixes glimpses of a Disney-style mad scientist with more conventional drawings and diagrams has had teachers at Holland Park comprehensive, London, bursting with indignation.

"For some time we have tried to put over the idea of science as a serious study and the inclusion of

educational packages. "Dull programmes guaranteed to get trivial results - the problem is that children love them."

But networked computers could be a fantastic tool for children and teachers to collaborate on writing stories and plays and poetry. Children from other schools even speaking other languages, can join in "computers dissolve the walls". He's worried that teachers, afraid of computers, are handing them over to the instructional software writers instead of handing them to children and learning alongside them.

Frank Smith now believes that he has found the answer to the question his fascinated teacher audience always ask him: "What do I do on Monday?" He tells them: "Go back and talk to the children about it."

weird male mad scientist will do little to improve the image of science in the minds of pupils. Mr Henry Smith, Holland Park's head of science, told Bell and Hyman, publishers of *Integrated Science*. The teachers are also (more reasonably) cross that so many of the cartoon characters in the book are male.

Mr Richard Turner, assistant secretary of the Association for Science Education, is rather more tolerant. "Parts of the book are quite amusing. Perhaps it will turn on some people who think that scientists are rather stodgy people."

## Honey's bad for the digestion

There was some spluttering over the port last Friday at St Edmund Hall, Oxford. It was caused by our old friend Professor John Honey, who once again went over the top. Called on to give a gentle, after-dinner speech on "Freedom in Education" at the Dacey Trust conference, the Professor launched into a full-blooded attack on the state system - its truncheon, its drugs, its Brian Tyler, its 50 per cent (sic) of school leavers without a worthwhile qualification.

The cheeks of even the most right-wing of this predominantly right-wing audience were burning by the end (one decided to give up and drink his third glass of port and slide gently off his chair). The trouble was, they may have been believers in standards and law 'n' order, but a lot of them were from state schools and didn't like having their life and work rubbishised.

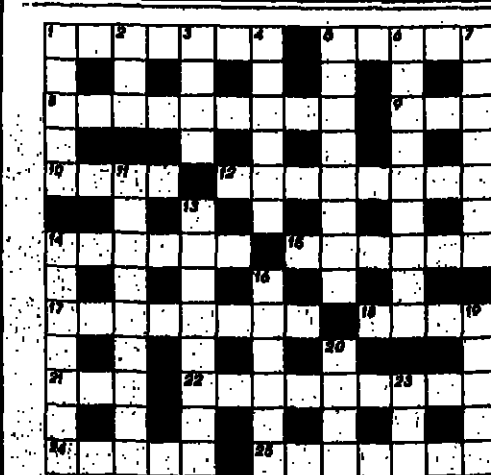
Lord Beloff, chairman of the trust, thanked the speaker in a suitably backhand way ("One thing one

doesn't want in an after-dinner speaker is new ideas") and the conference spent the whole of the day trying to wash away the honey taste. It was helped along nicely by two SDP luminaries - Tim Dineen, director of the Independent Schools Information Service, and Andrew Lester QC, the human rights lawyer - who both told independent schools squarely they should stop being snooty and start doing more for the rest of society. Yes, yes, they cried, clap clap, quite right.

One thing that aroused hardly any support was a voucher scheme, despite enthusiastic lobbying by Mrs Marjorie Seldon of FEVER fame and her husband Arthur, editor of the *Journal of Economic Education*. Either irrelevant or divisive, it was to be the general view. Mr Seldon got a bit tetchy after two days of indifference to his wonder-scheme and started barking at speakers.

Hon Frank Fisher (former head of Wellington College): "We should give state schools more control of their budgets." Seldon (heckling): "Nah." Hon FF (pained): "Well, you'll want to say in a moment. I've allowed it with four comprehensive school heads in Berkshire and they didn't find it naive." Seldon (with contempt): "Berkshire Hon FF (loftily): It's rather new forward looking than Kent."

## No 94 CROSSWORD by Rufus



Across  
1 A put-down (7)  
2 Arrived with nothing but a carving (5)  
3 Trial from which the guilty is excluded (9)  
4 Service gratuity (3)  
5 Goes out after a rise (4)  
6 Checkers of medical cases (6)  
7 Missing someone else's business (6)  
8 Cause a capital loss (4)  
9 Good man had an idea and joined up (8)

Down  
10 I swear there's nothing in the way (5)  
11 Good man had an idea and joined up (8)

# THE TIMES

## Educational Supplement

FRIDAY APRIL 1 1983 NUMBER 3483 FIRST PUBLISHED 1910 PRICE 45P

### Job chances for qualified 17-year-olds cut by YTS

by Mark Jackson

Nearly 100,000 pupils at schools and colleges will lose the chance of a place on the Youth Training Scheme and may mar their job prospects by staying on to get vocational qualifications. This is the result of a move by the Manpower Services Commission which will stop many employers - including some of Britain's largest - from taking them on.

The commission has persuaded many employers to fill all their vacancies for school-leavers through the Youth Training Scheme. The incentive is that the firms can claim the Government grants for all their recruits if they take on enough extra trainees.

Now the commission has told its area offices not to let 17-year-olds be accepted under the scheme if they have completed a vocational course while at school or college. This means that employers will lose the chance of drawing the grant for the jobs concerned if they take them on.

It is thought that at least half of the 17-year-olds due to leave this year will have taken a vocational course of some kind, either instead of or in addition to academic qualifications. More than 80,000 of them will have taken Royal Society of Arts Stage One courses, and the new MSC ruling is especially likely to hit the many thousands of girls who take the typewriting qualification because they know that employers value it.

MSC headquarters could not say this week whether the City and similar vocational prepa-

ration courses - which the Education Secretary has just announced will be accredited as the new 17-plus certificate - will be treated as disqualification for the YTS. "We are leaving it to the discretion of our area managers to decide what is a course which prepares pupils for an occupation", a spokesman said.

But it is understood that the guidance sent to the managers gives City and Guilds and RSA awards as examples of vocational courses, and says that GCE and CSE are academic awards which do not come under the ban.

This is despite the fact that some O and A levels in craft, design, and technology subjects are treated by many employers as vocational qualifications.

No warning of the rule or its possible effects has been given to schools or colleges by the MSC or the Department of Education and Science, although careers departments in some places are being told of it by the local MSC officials. MSC headquarters say that it is purely an administrative measure, taken to ensure that the number of 17-year-olds coming into the YTS this year does not overstretch the budget for the scheme.

But Mr Ray Hurst, secretary of the Institute of Careers Officers, said: "The commission does not seem to have thought out the implications of this rule. . . . When the news gets around it is bound to act as a further disincentive to youngsters to stay on."

The new 17-plus, page 10



Making light of integration at Sonning Common primary school, Oxfordshire, where increasing numbers of severely handicapped children are being absorbed into the school in line with the 1981 Education Act which comes into force today.

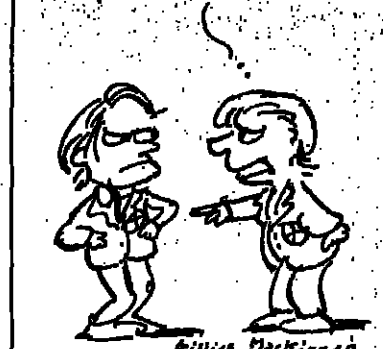
But many local authorities remain in the dark ages of segregation according to one report (page 4) and Mary Warnock, whose committee of inquiry led to these reforms in special education, has now had second thoughts about integration and special needs (page 15).

### County wins assault case

by Sarah Bayliss

Assaults on teachers can now be dealt with quickly and effectively under a new law, according to Lincolnshire County Council which has just set a legal precedent.

My granny could beat up your granny!



Its legal department has successfully prosecuted a mother and grandmother who abused and assaulted a teacher. This action was taken under the 1982 Local Government (Miscellaneous Provisions) Act which came into effect last autumn. The case is believed to be the first concluded under Section 40 of the Act, which makes it a criminal offence to cause a nuisance or disturbance on school premises. The two women, who pleaded guilty, were ordered to pay a total of £500 compensation to the teacher, as well as a total of £70 in fines.

The Act gives local authorities the power to prosecute individuals for criminal trespass. Previously, the onus fell on the local police, or more commonly the individual teacher backed by their trade union or professional association, to bring a prosecution of common assault.

Mr Graham Clayton, solicitor for the National Union of Teachers, said: "We are delighted that Lin-

colnshire saw fit to take steps under the new legislation. The fact that the court was prepared to award compensation for distress in a Section 40 case is also very good news."

The incident which led to the case arose during a netball class at the Myle Cross Middle School in Lincoln. According to Mr Walker a girl pupil, aged 9, kicked another child for no reason and the teacher reprimanded her with a "moderate smack". The girl then ran home.

She returned with her mother and grandmother who abused and assaulted the female teacher in front of the class of children aged nine to 11.

The teacher sought sanctuary in the school building but both assailants followed her and continued to be abusive. The compensation was awarded for distress after the prosecution had contended that the incident was bound to diminish the teacher's professional confidence.

### Classroom chores and ancillary pay to go on computer

#### Whitehall ponders super micros

A radical plan to put a computer into every school cloakroom is today reported to be under consideration.

The new micros are the brainchild of Clair Sinn businessperson of the year. They contain much of the latest in British technology and design, and only the working parts are being imported.

The machines, all part of the April 1983 series, can in a split second clean a teacher's shoes and write Basic graffiti, and, in just under an hour, work out a school caretaker's overtime pay.

The Government is again understood to be willing to pay half towards every machine purchased, and the Inner London Education Au-

thority three quarters for every machine that is put in a girls' cloakroom.

The scheme was condemned this week by Mr Scot Thomas, the secretary of the Campaign to Resist All Computer Knowledge Pricing Out Teachers.

David Lister

### Affairs put heads at risk

by Richard Garner

Headteachers' jobs are at risk in several parts of the country because they have become involved in extramural affairs, it was revealed this week.

Mr Rowland Browne, legal secretary to the 3,000-strong Secondary Heads Association, said: "If unfaithfulness is alleged, heads in some areas can still expect to be asked to resign."

He told a special working party at

SHA's annual conference at Loughborough University that the association was dealing with several such cases.

He added: "I think standards are changing. But I can say that the suggestion by some governing bodies that the head ought to do the decent thing and resign is still a widely accepted attitude." The association was telling members in such a position "not to give in".

## THIS WEEK

COMMENT  
EASTERN  
PRIMACY  
SCHOOL TO WORK  
OVERSEAS NEWS  
LETTERS  
TALKBACK  
PERSONAL HEADMASTERS  
DIARY AND CROSSWORD 56  
CLASSIFIED 42

## Heads training

A £2m plan for the training of heads was unveiled this week, at the Secondary Heads Association conference.

## Fair Isle

Hilary White looks at education in the holiday island of Jersey (right) scene of this year's NUT conference which is also previewed.



## Arts/Books

Hugh David looks at the state of play in modern language textbook publishing; the professionalization of history; Gillian Peele on British history; Ann Jones on work experience schemes; Richard Brain and David Sweetman on poetry; literary competition; Primary science textbooks.

## Resources/Software/Media

Brian Hill on the challenge of satellite broadcasting for language teachers; Royston Sellman reviews computer programs for physics and Mike Thorne looks at primary school software. Bob Catterall reviews an Open University TV series on the Third World.

## Broadcasting

A look at Channel 4's educational output; children's drama and schools broadcasting. Extra: Geography: The G. A. Conference programme, 16-19 Project developments, attitudes and values towards sex, bias, multi-cultural teaching, mathematics and maps, plus fieldwork in France and reviews.

37-39

23-34



## Must unity remain a pipe-dream?

Easter puts the teaching profession on the national stage. Next week, the three largest teachers' unions hold their annual conferences. They follow hot on the heels of the Secondary Heads Association which has just finished its annual meeting. Next month, the National Association of Head Teachers has its pennyworth.

The publicity which each of these conferences obtains in the national press will reflect many of the current facts and fictions about the state of the schools, the public attitude towards white collar unions, the stereotypes beloved of hard-pressed reporters and their editors. It would be nice to feel that the great British public is waiting, earnestly, for enlightenment at the hands of the NUT, the NAS/UWT or AMMA. Unfortunately, what the great British public reads and hears will be muffled by the media filters which stand between the delegates at the rostrum and the citizens by the fireside.

There is one thing which puzzles members of the public: why do there need to be so many different teachers' unions? Do they all have separate identities? Can these identities be sustained? Do the differences which they institutionalize make sense to the public at large, or are they just seen as a manifestation of the perversities which are expected of trade unions and professional associations?

Anyone who has kept an eye on the educational scene for any length of time will know that the multiplicity of teachers' unions has its roots in history and that there are territorial divisions within the field of education which unions exist to defend. The National Union of Teachers is by far the largest general union, with members working at all levels within the system. From time to time - particularly around the annual conference - it is customary to make appeals for unity. In its address on the state of the union to the NUT in Jersey next week, no doubt Mr Fred Jarvis will emphasize that there are no professional or ideological reasons why teachers should not come

together within a single union to muster their collective strength in their continuing dialogue with the Department of Education and Science.

Present divisions play directly into the hands of the Secretary of State, or rather, successive Secretaries of State, who have for some years now exploited the divisions among the teachers' associations to play one group off against another. Of course there are genuine differences of interest represented by some of the separate associations. Joining together in a larger umbrella organization would not eliminate these differences. Head teachers, for example, have their own view of long-running arguments about school meals supervision; nothing can prevent them from seeing this differently from the way the NUT or the NAS/UWT see it, with their large memberships among assistant teachers. These differences of attitude and interest would somehow have to be accommodated in negotiations with the employers on terms and conditions of service, even if the profession was able to come together in a federal union. Given the size and the diversity of the profession, it doesn't begin to make sense to think in terms of a single, unitary organization. In any case, that would look far too much like an NUT takeover.

There are obvious practical difficulties in the way of a more limited consolidation - say, a bringing-together of the NUT, the NAS/UWT and the Assistant Masters' and Mistresses' Association which has now extended widely throughout the secondary schools from its original, grammar school, nucleus.

The oil and water relationship between the NUT and the NAS/UWT is a permanent obstacle to any movement towards unity. In the past it has been all too easy for this to be personalized in wordy conflicts between Mr Jarvis and his predecessors and Mr Terry Casey, who this year hands over the general secretaryship of the NAS/UWT to Mr Fred Smithies. Mr Casey had a flair for publicity and membership-building. He knew when to exploit his combative reputation, when to side-step, when (as now in Durham) to turn his

guns on his fellow TUC-members in the NUT, and when to give unctuous support to the principles of fraternal unity. So long as he was in charge at the NAS/UWT, the leaders of the NUT were constantly counting their change. Mr Smithies' style of leadership will be different but not necessarily more amiable towards the NUT. Mr Smithies would rather play Avis to Mr Jarvis's Hertz, than suffer the indignity of a takeover.

Many would argue, of course, that the divisions between the teachers' unions reflect more than arbitrary distinctions: that the NAS/UWT and the NUT each stand for characteristically different attitudes. The NAS/UWT has spoken (it is said) for the more traditionally-minded teachers, with echoes of old debates about corporal punishment and conflicts between men's and women's interests. These distinctions must now be less and less relevant as time passes. Certainly, the politics of the NUT have in the past been more radical than those of the NAS/UWT, which has worked hard to cultivate an apolitical image. But the NUT has cracked down hard on its own radicals and it may be significant that this year's conference is more likely to get steamed up about bread and butter issues than ideology: salaries, this year, replaced peace in pride of place on the agenda.

In the end, the argument should come down to that of strategy and tactics: how best can the weight of teacher opinion and influence be mobilized - on salaries, conditions of service, staffing levels, in-service training, and the lengthy list of matters on which the teachers are consulted. Or were consulted: for it is a matter of simple fact that the present Government is much less interested in consultation and consensus than any of its predecessors since the war. In such circumstances, the teachers urgently need to find a more effective voice. This may not depend on everyone sinking their own interests in a single association - given the dominance and character of the NUT this would hardly be plausible - but by striving for closer ad hoc cooperation between the existing unions. But this is simply another way of writing that most depressing and unhelpful of terms reports: "Could do better".

### COMMENT

## HMI emerge from Rayner

There is a definite spring in the step of Miss Sheila Browne, the chief HMI, these days. And no wonder: not only is this formidable woman about to leave the Department of Education for a dream job as a Cambridge college principal; she does so knowing that the Inspectorate is now more secure than it has been for years, with a virtually clean bill of health from Rayner and a public statement from ministers that it deserves more support, not less (page 6).

Not that the going has been easy. Nearly two years have elapsed since Mr Nicholas Stuart, an Under-Secretary at the DES, delivered his elegantly written study to Lord Rayner, Mrs Thatcher's scourge of waste. Since then, it has proved an uphill task for the Department to get Mr Stuart's judgment accepted; that HMI were doing a pretty good job but that "we have not found it possible to construct a method of assessing the overall effectiveness of HM Inspectorate in terms of measuring the value that it adds to central government or to the education services as a whole".

Lord Rayner, with Mrs Thatcher no doubt at his elbow, jibbed at that. Surely input and output could be measured? If, for instance, the inspectors stopped writing those general surveys for ministers, surely they could investigate 1,000 more



Lord Rayner

schools a year? And go in and clean up the mess? And produce more O levels per pupil?

Traces of a crude value-for-money approach survive in the Government's policy statement, with its emphasis on the inspectors' "audit function". But the Rayner study itself lays the stress, quite rightly, on HMI's role as impartial observers and advisers to the Education Secretary. Inspectors are there to describe what they find; it is for others to take action on it.

The study also dispels a few silly - and harmful - myths. The main one is that inspectors no longer inspect. This charge was never true, but it was nearer the mark in the early 1970s (when, it might be added, Mrs Thatcher was Education Secretary) and it is certainly not applicable today.

Anyway, the simple antithesis between general surveys and inspection is false. Surveys are based on inspections; the actual volume of inspection is probably as high now

as it has been for many years. And the national surveys of primary and secondary education have established a useful baseline from which to draw comparisons and generalizations.

"The duty of the Inspectorate is to report what they see and not what others might wish them to see," the study says. Last week's statement from the Government should guarantee HMI's freedom to do that for at least another generation.

## Bristol fashion

The new Bristol management training centre (page 5) is a welcome development for many reasons. First, and most obviously, it meets a clear need both to extend management training for head teachers, and to investigate what methods of training work best.

There has, of course, been a proliferation of courses and schemes in recent years to introduce heads to management problems and skills. But if anything has been learnt about in-service training, it is that there are more and less effective ways of setting about it. Bristol University already has considerable expertise in evaluating in-service training, and the link with the South West Management Centre should help to ensure that relevant ideas from other branches of management training can be fed into the special demands of running schools.

It's also welcome that the national centre will work through 19 local centres. Another lesson of past years of in-service experience is the need for continuity; the halo effect of a one-off course rapidly disappears on the day-to-day treadmill of the classroom or head's office. The regional centre should provide follow-up, and continuing links and discussions between local heads.

But perhaps the most welcome thing of all, given the present Government's inclination to draw the control of educational development into its own hands, is that the centre had been handed over to an independent institution. The Bristol centre should now be able to get on with professional decisions about how heads should best be trained to shoulder the heavy responsibilities and pressures of the job, without having constantly to adjust to shifting fantasies of ministers.

No one, of course, should expect training to work miracles. After all, James Smellcroft of Candlewick Comprehensive (back page) has probably been on more courses than Sir Keith has had hot dinners, and look at him: more Arnold Bogwins is what the service needs, not more heads versed in the jargon of management.

### no comment

● "Prince Edward revealed yesterday that he would only take up teaching 'if the worst comes to the worst'".  
From The Sun, March 21, 1983.

## Second sight MSC latest - YTS for the professions?

The end of much of the full-time-plus work in sixth forms and colleges of further education could be in sight if the latest recommendations of the Policy Services Unit favour with the Government. In a confidential report due to be sent to the Cabinet Office today, the unit argues that the principles underlying the Youth Training Scheme should be extended as soon as possible to 16-year-olds intending to enter professions - medicine, dentistry, accountancy, law and teaching - quoted as leading examples.

The report argues that such youngsters are given a two-year course of job-specific skills, some of the narrow subject specialisms of level and others in such common areas as the Business Education Certificate National Diploma, which is fast designed to assist young people to prepare for employment and to continue professional education on a narrow band of business occupations.

Yet the need, as shown by the Youth Training Scheme, is for a broad package of general transferable skills of a non-specific kind which will fit young people to all to the changing demands of a rapidly technological change.

Entry to the professions should be via a broad two-year training, from 16-18, which is of high quality and carried out on employment premises on high-quality schemes devised by the employer. It should lead to any specific professional qualification rather than a foundation appropriate to all forms of professional employment. Schemes must include 13 weeks each year of high-quality, off-the-job training to be carried out either by the employer on his premises or on courses commissioned by the employer from the school or college.

The Manpower Services Commission chairman welcomed the recommendations maintaining that the professions are in no way different from the other categories of employment for which YTS is currently planning high-quality training. "It is the technologists and technicians of tomorrow need the high-quality programmes being developed by the YTS in co-operation with employers conscious of the need for high quality, so should tomorrow's doctors and dentists, be given high-quality training of a general, transferable and non-job-specific nature on employer-led schemes", he said.

"It is little use teaching such job-specific skills as filling or extracting teeth if tomorrow's technology makes the decay of teeth impossible," he added.

The director supported his chairman, pointing out the France, Germany and Japan had long possessed high quality training in the professions and that it was time Britain caught up. "Schools and colleges must be prepared to change. We no longer can the nation allow itself to continue out-dated practices. They must realise that in giving job-specific skills to intending professional people - doctors and accountants, for example - they may well be preparing them for jobs which do not exist in the future."

The reaction of leaders of teachers' professional associations was predictably hostile. The Shadow Secretary of State was not available, but Arthur Scargill told me that it was "another diabolical example of savage butchery of this Thatcherite government."

Fred Lane

## L.e.a.s accused of bringing unions to negotiating table 'under false pretences'

## Strike warning as Burnham pay talks stall over 4% offer

by Richard Garner

A union leader has warned that teachers may be forced to take industrial action or press for their pay claim to go to arbitration.

Such action would follow if management failed to make a significant increase in their 4 per cent pay offer, according to Mr Nigel de Gruchy, deputy general secretary of the National Association of Schoolmasters/Union of Women Teachers.

Pay talks in the Burnham committee were adjourned for the Easter holidays after teachers' leaders had rejected the 4 per cent offer.

The adjournment until April 15 means that any increase will not find its way into teachers' pay packets until May at the earliest.

During the negotiations, Mr Alistair Lawton, leader of the management panel, made it clear that the l.e.a.s regarded the Houghton pay award of 1974 as "past history".

Teachers had been claiming a phased restoration of their pay to "proper professional levels", he said.

It would need an increase of 30 per cent to get back to the level set by the Houghton inquiry.

Mr de Gruchy accused the l.e.a.s of bringing the teachers to the negotiating table "under false pretences".

It had been hoped the local authorities would make the settlement agreed for Scottish teachers - which was 4.5 per cent plus a lump sum of £75 for senior teachers.

Mr de Gruchy said: "If the management fails to improve the offer more than marginally, it'll have to be the streets or arbitration." He added: "It'll have to be action or arbitration or action for arbitration."

Last year teachers banned lunch-time supervision after the l.e.a.s had initially refused to allow the pay claim to go to arbitration.

Sir Keith Joseph, the Education Secretary, addressing the Secondary Heads Association conference this week, reminded teachers who complain about cuts in education spending that they were bargaining for a big slice out of education budgets for their own pay.

"Teachers are far too knowledgeable to assume that any government can pay them the money they bargain for and see that maintenance and spending on books is kept up," he said.

Pay talks between the college and polytechnic teachers' unions and management were adjourned this week until April 21 without an offer on the table, Diane Spencer writes.

The 73,000-member National Association of Teachers in Further and Higher Education is claiming £280 plus 12 per cent. At their first meeting two weeks ago, the management side made it clear that they were opposed to the structure of the claim. But the union refused to change it.

## Leavers can return for CSEs

This year's Easter leavers will be allowed to come back to school to take their CSE exams, Sir Keith Joseph, the Education Secretary, said last week.

A letter from Sir Keith to the CSE boards agrees changes in their regulations to bring them into line with those for GCE O level. The minimum age limit for CSE has also been dropped.

Sir Keith said that the changes were intended as a "step towards" bringing in a common system of examinations at 16-plus. He was also keen to help youngsters who left school early to take up a job. In future, they will not have to forego the opportunity to sit their CSEs.

But there are no changes in the

rules governing eligibility for supplementary benefit. Easter leavers will still be asked if they intend to take exams in the summer and if they say yes this will be taken as evidence that they are still in full-time education.

Their parents will continue to receive child benefit for them until September. Only then will these benefits stop and youngsters become eligible for supplementary benefit.

A spokesman for the Department of Health and Social Security said the matter had been reviewed recently in the light of changes to the CSE regulations and in the face of protests from teachers' organizations, and this was a "firm ruling".

## Jobs, not cash, will be AMMA priority

by Nick Wood

Britain's third largest teachers' union meets next week in Birmingham without a single resolution on pay on the agenda.

Nobody denies it is an extraordinary state of affairs - one measure perhaps of the way the political and economic climate has shifted since Mrs Thatcher came to power.

Not that the 90,536 members of the Assistant Masters and Mistresses Association have slipped unnoticed into the promised land. Like everyone else, they have felt the pinch as the recession has cut into living standards.

In fact, says Mr Peter Smith, AMMA's deputy general secretary, it is precisely because of the recession that teachers are switching their attention away from pay towards the other side of the equation - jobs.

The idea is fast taking hold that future pay rises will have to be paid for in redundancies and it is this prospect that has shaken AMMA's traditionally moderate members.

So the main concerns of the Birmingham meeting are aimed at winning better terms for redundancies and premature retirement and at preventing indiscriminate sackings that will further distort the school curriculum.

Some will say that the union is running scared. Mr Smith prefers to talk of a sense of realism among his troops.

But in another, arguably more crucial, area the union shows signs of adopting a less defensive posture. So far the Manpower Services Commission - laden with cash, political clout and the heady prospect of jobs

## Breakthrough on national agreement

Local education authority leaders are to discuss with teachers' representatives the principle of a national agreement on class sizes, marking and preparation time and cover for absent colleagues.

The move, which was agreed at a meeting of CLEA/ST, which negotiates conditions of services, has been seen as a "breakthrough" by leaders of the National Union of Teachers who tabled a claim for such a national agreement last November but were originally told it would be too costly to even discuss.

The employers also made another concession which the teachers have described as "significant" in that they have said they will agree to relinquish their hold on the chairmanship of the committee. In future, the chair will either be held alternately by the two sides or an independent person will be appointed to it. Both sides believe this will be helpful to negotiations on conditions - which have been at stalemate for years.

Mr Doug McAvoy, secretary of the teachers' panel on CLEA/ST and NUT deputy general secretary, said that the employers' decision to discuss the principle of a national agreement meant that both sides could then go "cap in hand" to the Government to ask for more resources to improve educational standards. The employers will table papers on this for CLEA/ST's next meeting on May 10.

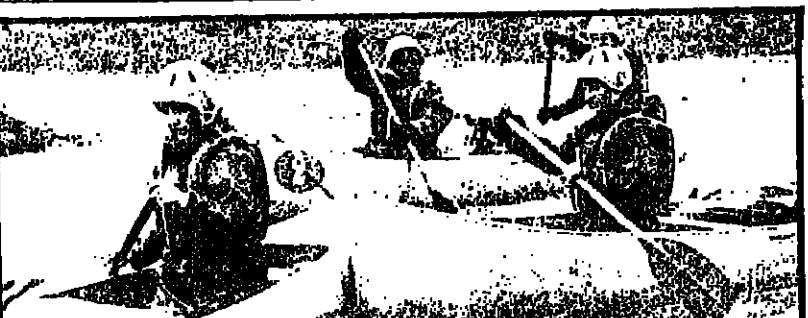
The local education authorities' change of mind was prompted by threats from members of the Labour-controlled Association of Metropolitan Authorities to withdraw from CLEA/ST and set up their own body to negotiate conditions with the teachers.

Meanwhile agreement by the Inner London Education Authority to teachers' demands for a guaranteed amount of non-teaching time during the school day has revived the prospect of a new contract for the capital's teachers, Sarah Bayliss writes. A union negotiator has forecast that a contract could be implemented in the new school year.

The agreement, which is still not binding on either side, was reached in talks this week with the National Union of Teachers which represents 14,000 inner London teachers. The National Association of Schoolmasters/Union of Women Teachers representing 6,000 staff walked out of the talks last month.

The NUT now awaits a statement from ILEA quantifying its offer on non-teaching time and on other aspects of the claim.

In an agreed statement both sides said there has been sufficient agreement for further talks to take place after Easter.



Six pupils from a London special school started paddling their own canoes last week on the River Wey near Godalming, Surrey, for a 50-mile four-day trip ending at County Hall, London.

The expedition, which took months of preparation for the pupils of Hyde Farm special school for maladjusted boys, involved the use of open Canadian canoes, consulting tides tables, preparing menus, and contacting the Port of London Authority and the River Police plus organizing the loan of equipment.

They were accompanied by one of their teachers, Mr Mark Elms, and Mr Tim Rouse, head of the Inner London Education Authority's outdoor Pursuits Centre, Merchants Hill.

## Left ousts ILTA stalwart

Left-wingers have won control of all three elected posts in the biggest branch of the National Union of Teachers.

The Electoral Reform Society has recommended that the result of an early count in the annual Inner London Teachers' Association elections this year will be helpful to negotiations on conditions - which have been at stalemate for years.

Mr Doug McAvoy, secretary of the teachers' panel on CLEA/ST and NUT deputy general secretary, said that the employers' decision to discuss the principle of a national agreement meant that both sides could then go "cap in hand" to the Government to ask for more resources to improve educational standards. The employers will table papers on this for CLEA/ST's next meeting on May 10.

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## Labour shire policy unsure

The fate of the shire counties under a Labour Government is left unclear in the party's campaign document, although Mr Gerald Kaufman, the local government spokesman, gave a clear commitment in February to abolish them.

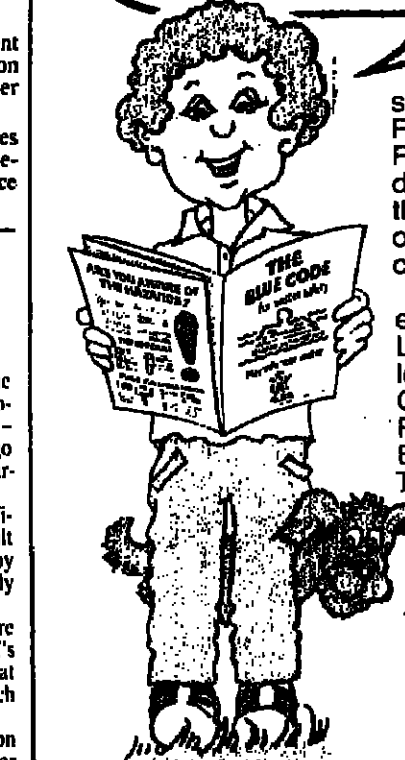
The document, published on Tuesday, simply commits the party to ending "if we can the confusing division of services between two tiers of authority" and says it favours the creation of unitary district authorities in England and Wales responsible for all local services "they could sensibly undertake."

Examination reform, too, is left unclear, but on both local government and exams, the party plans to approve definite policies by the summer.

The campaign document, *The New Hope for Britain*, was approved by a joint meeting of the party's national executive committee and the Shadow Cabinet last week. In most areas, the document will undergo few changes before becoming Labour's manifesto for the next General Election.

It says teachers' conditions would be improved, and the document promises to end classes with more than 30 pupils and to give all teachers a term of training for every five years of service.

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# A year at the sharp end

One of the first things I saw on returning to work in Britain four years ago was an election poster which simply said: "Education isn't working." I had been shaken. After all, wasn't the adult literacy scheme meant to help those who had emerged from previous generations of schooling without basic skills? How had advertising executives and professional politicians - many, one guessed, with expensive educations - managed to evade the net?

Teacher friends explained that I'd missed the Great Debate on education, an exercise which, according to conventional wisdom, had been followed by the Great Disenchantment.

None of these friends doubted that the service could be improved - the solid achievements of post-war reform enlarged. But none was prepared for the breaking of the humane and hopeful consensus which had provided the stable framework for them to get on with teaching children, the job which, despite all the challenges and frustrations of a rapidly-changing world, they had grown to love.

I came to the Hamilton House job from journalism. A diploma I had received for some part-time teaching in the United States bore words of Thomas Jefferson applicable both to my old work and my new.

"I know no safer depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion by education."

I needed that encouragement during 1982, for as the year went by the criticisms of the service and teachers became more shrill and more bizarre.

There was the MP who complained in a national newspaper that the NUT wanted to stifle debate on the future of the education service. The week before his letter was printed that same MP had spoken by invitation of the NUT on precisely that subject at a well-attended but little-reported National Education Week meeting.

There was the Minister who accused the NUT of pulling a publicity stunt when we published a well-documented survey of primary schools which did no more than confirm what his department already knew to be true.

And there was the newspaper editor who repeatedly wrote that because the DES and the Centre for Policy Studies were linked by the



Working class youngsters... 'far too expensive'

John Booth joined the NUT as head of press and external relations just over a year ago, from *The Guardian*. This article represents the reflections and sometimes amazed reactions of a comparative newcomer thrust suddenly into the heart of the education debate.

common influence of Sir Keith Joseph, the centre's dotty attack on the union was, therefore, an official Government report.

Being new to the complex world of education it was important to get a handle on these unlikely judgments pretty quickly. I didn't have long to wait, for in February a recently-retired minister spoke with unambiguous clarity on the subject. In a newspaper article Sir Angus Maude said:

"But since it has always been far too expensive to improve the educational standards of working class children significantly, the only way to 'equalize' opportunities has been to level down standards at the top."

No pussy-footing about there on competence, comprehensives or child-centred teaching methods; no mumbo-jumbo about choice, market disciplines or the lack of correlation between spending and "results"; nothing about rolling back the frontiers of State the size of the PSBR or movement in sterling M3. It is just that the price of giving all our children a chance is too high.

I am in no position to know just how widely that view is shared by those of influence in our democracy,

but in nearly every criticism of the service I've heard in the past year those sentiments have never been far beneath the surface.

They are attitudes fiercely at odds with those expressed by generations of politicians since the war. And it is not so long since the present Prime Minister, as Education Secretary, said in *Education: A Framework for Expansion*:

"The next 10 (years) will see expansion continue - as it must if education is to make its full contribution to the vitality of our society and economy."

Wise people whose experience of the service and the NUT go back many years tell me that in retrospect the reforming achievements following the 1944 Act were relatively easy to accomplish. The Depression, the rise of Fascism and the shared suffering of war had pointed Britons of widely different views towards a common commitment to progress and a better world through the enlargement of the educational opportunities of the nation's children.

Any war which might follow the current depression will not permit a similar legacy of shared hopes. So now we must draw deep on our resources of imaginative goodwill,

first to prevent the current economic and political backlash destroying the service so many have done so much to create, and then to build one better able to fit all our children for the demands of a new age.

That is no small task where destructive destruction comes easier and cheaper than constructive commitment. (A senior education correspondent says - only half jokingly - that there are only four possible education stories: standards are falling; teacher strikes pupil; pupil strikes teacher and head runs off with attractive fifth-former.)

My first year at the NUT left me with no doubt as to the scale of the task of rehabilitation. But during that time I also saw a number of encouraging signs.

The rigour and vigour of Her Majesty's Inspectors have ensured that the electorate is left in no doubt about the impact of spending policies on children's opportunities.

The growing independence of journalists from the suffocating orthodoxies of the lobby system and the mood of education denigration, both of which are part of our sense of national decline, offers scope to those putting more positive options well.

for our children's future.

There are now daily indicators that current policies and proposals are angering a wide range of people inside and outside the service. Central intervention in everything from the curriculum to local governance is enraging members of all parties who see local democracy being systematically destroyed.

There was the county council who had inspected the voucher system for himself in Alum Rock and who courageously spoke out against it at his own party conference. Within weeks he was to be followed by Mr Edward Heath and a leading private school head.

There is the stirring of a renewed educational interest in the trade union movement and through the Education Alliance the beginnings of the growth of a coalition of support for a revitalized service.

There is the mounting concern of parents at the undermining of their children's opportunities and the diversion of public resources into private hands. At one Home Counties protest it was the anger of a prominent local businessman which provided the lead in the following day's report. And the NUT's successful action in Barking owed much of its success to parents as it did to the determination of our members.

Just as important is the growing awareness here and around the world that the "intellectual" basis of the attack on public services in the present slump is little more than a baptismal cover for privilege and self-interest. When US Treasury Secretary Regan talks about the urgent need for governments to build the basis of economic growth, we can be sure that the walls of sado-monism are beginning to crumble. And as they do, those who have cultivated support for old values in a world turned upside down will have to recognize that there are fewer older values than those of compassion, justice and generosity.

None of this means that the coming months will be free of the demoralizing columnies which these charged with leading the service have done so little to stamp on. In the short run the denigration will almost certainly increase as the search for scapegoats becomes ever more desperate.

What the encouraging signs point to is the growth of a movement in support of a democratically-based, well-funded education service which would yet in Jefferson's words, "to form the people's discretion" and do much else for our national life as well.

Richard Garner reports on the Secondary Heads Association conference at Loughborough

## £2m package for training heads in management

Details of a £2m-plus plan for the training of head teachers were unveiled by Sir Keith Joseph, the Education Secretary, when he addressed the conference on Monday.

A national centre will open in Bristol to promote management training for heads and senior staff in schools - receiving £375,000 from the DES towards costs over the next three years. The centre's head will be Dr Ray Bolam.

Material produced by the national centre will be disseminated to regional centres in England and Wales where at least 600 heads will be able to learn management techniques and determine their problems.

Sir Keith told the conference: "Head teacher effectiveness begins with selection. The demands placed on heads are different in kind from those placed on assistant teachers."

"One cannot merely assume that a good class teacher or head of department will make a good head of school. We need to think systematically about the tasks of headship if we are to select those best suited to perform."

He said later: "Just as there is a very small minority of bad teachers, there is a small minority of bad head teachers and it is crucial they be got out of the system."

"They are not imposing high standards of behaviour and curriculum performance - or, indeed, in their

choice of curriculum."

He was more concerned about the problem of bad head teachers because "a head affects a school whereas a teacher only affects a class or two."

Sir Keith also outlined to conference the thinking behind last week's White Paper on teacher training. He said: "There is abundant evidence that a small minority of teachers in the schools is neither enthusiastic nor capable of enthusing their pupils."

He would be amending teachers' regulations to require local authorities to take account of the qualifications of teachers in considering whether the staffs of their schools are suitable.

There was praise for discussions in the Burnham committee, which negotiates teachers' pay, over the restructuring of salary scales to reward good classroom teachers.

However, Sir Keith repeated his warning that some teachers may become redundant at an age before they could qualify for premature retirement.

Independent surveys of some of the work of the Assessment of Performance Unit were being commissioned. One, on mathematics, is to be undertaken by the Cambridge Institute of Education, in conjunction with the Cambridge University Department of Education, later this year.

## Promotion hunt slows down

Local education authorities have been urged to conduct an investigation into a worrying drop in the number of teachers seeking promotion to headships.

Dr Peter Andrews, association president, told the conference that headship "is only of interest to a declining minority of teachers - of whom not all will have the requisite qualities."

He added: "There are others who do, but they do not seek the burden and responsibility of headships and the reasons for this should concern us all. The disparity between the numbers of those who seek deputy headships and those who wish to become heads is such as to warrant further investigation by L.E.A.s and the subsequent promotion of those policies which will ensure an adequate supply of first rate heads."

Mr David Williams, SHA honorary secretary, said: "One of the disincentives now is industrial action. Heads find the prospect of being at loggerheads with their colleagues a very daunting prospect indeed."

Inquiries by *The TES* this week disclosed that in the Inner London Education Authority the number of applicants for headships had dropped three years ago but had remained stable and now showed signs of going up. "The figures are holding up reasonably well," said a spokesman.

In 1978-79 the average number of applicants for a total of nine headships advertised for secondary mixed schools was 38. The following year, when there were four posts available, the average number of applicants for each job was 27. In the succeeding two years when there were three posts available each year applicants averaged 26 and 28 respectively.

Mr Rowland Browne, SHA legal secretary, said this week that he believed the association was likely to pursue cases where an L.E.A. instructed its schools to abolish uniforms or ban voluntary homework. SHA had lodged an objection to



Peter Andrews

There have been five vacant headships this year, apart from those created by mergers or closures where the existing heads get preferential treatment. For the five there have been 29, 31, 33, 34 and 37 applicants respectively. The last figure is the total number who have applied for the headship of Kidbrooke.

Mr Ivor Widdison, administrative assistant of the Council of Local Education Authorities, said that to his knowledge no local authority had expressed concern to CLEA about the dearth of good candidates coming forward for headships.

Mr Gordon Hainsworth, director of education for Manchester, one of the biggest authorities, said he believed that being a good head was a more difficult task than in the past. "Society is less sure about what it wants from schools and the pressures generally are greater."

But, although the number of applicants may have fallen, those coming forward were of the right quality. "In the end what matters is that you get one excellent candidate who can do the job well."

Mr Hainsworth, who was director at Gateshead, had done some interviewing before he left a month ago. "I was struck by the excellence of the candidates. Those who are applying for jobs are good."

## L.e.a. curbs cases will be tested in court

The association has agreed to back a test case against any L.E.A. seeking to stamp its own authority on the internal organization of its schools.

Mr Rowland Browne, SHA legal

secretary, said this week that he believed the association was likely to pursue cases where an L.E.A. instructed its schools to abolish uniforms or ban voluntary homework. SHA had lodged an objection to

plans by Labour-controlled Sheffield Council to revise its articles of government for schools to require them to administer the policies and regulations of the L.E.A.

## Cash plight of comprehensives

Comprehensives would each need an injection of £250,000 a year to match the voluntary contributions made by parents with children at independent schools.

Dr Peter Andrews, the association's president, quoted figures which showed that the 1,300 member schools in the Independent Schools Information Service raised an average of £186 per pupil for improvements to buildings and equipment in one year.

He cited the example of St Paul's Girls' which raised £1.3m. "I applaud the vision that seeks to ensure that girls have the opportunities

afforded by a computer and engineering centre - which is the object of the appeal - and it cannot be right that there is no hope of a parallel provision for girls in the maintained sector," he said.

The standard of provision in many of our schools is scandalously low, said Dr Andrews, who is head of Henry Fanshawe school, Dromfield, Derbyshire.

He went on to accuse the Government of paying scant respect to education law (despite its own concern with maintaining law and order).

Sir Keith Joseph, the Education

## References cause concern

Head teachers should not be required to give their staff open references when they are seeking new jobs, says a discussion document produced by the association.

The document, *Promotion: A new look at appointments and staff development*, published to coincide with the conference, says: "The insistence that all appointments be made known to the teacher, that the open reference supersedes the confidential one, is unacceptable, for several reasons."

"The head could be forced to choose honesty to avoid giving serious personal offence."

However, the document acknowledges that some L.E.A.s require their head teachers to use only open references.

On this it adds: "The final advice or request is to make it clear on such references that they are open. Colleagues need to know this in making decisions about short-listing."

## HMI chief attacks exam system but praises public profiles

The present examination system came in for criticism from Miss Sheila Browne, Chief Inspector for HMI, on Tuesday.

"I am totally unrepentant about the place of examinations in the present system. There is nothing wrong with them if they are good examinations used for the right purpose."

"There are too many of them, however, the document acknowledges that some L.E.A.s require their head teachers to use only open references."

On this it adds: "The final advice or request is to make it clear on such references that they are open. Colleagues need to know this in making decisions about short-listing."

He said pupils were carrying books backwards and forwards all day long leading to confusion and disorientation.

He believed pupils from the age of 14 should take more responsibility for their own education, and that this should develop into a contract where the youngster was "fully negotiating his learning programme."

## L.e.a.s accused of inertia

by Diane Spencer

Education authorities have disclosed a "disturbing lack of commitment" to the integration aspect of the new law affecting handicapped children, says a report published today.

The results of a survey by the Spastics Society and the Advisory Centre for Education of 71 authorities showed that only 32 per cent seemed willing to change their policy to ensure integration.

Under Section 2 of the 1981 Education Act, which comes into force today, authorities are expected to educate children with special educational needs in ordinary schools as far as possible.

Most authorities said changes as a result of the Act would be confined mainly to assessment procedures and the role of professionals; they would not include a re-examination of existing segregation policies, said the report.

The survey also found that 17 per cent of authorities had not formally discussed integration, 7 per cent had

not yet discussed the Act and 54 per cent had not come to any policy decisions on implementing the law. Twenty per cent predicted there would be no change of policy on integration over the next two years, and 15 per cent predicted that the proportion of children with special needs in mainstream schools would not increase.

Unless parents make determined use of their new rights under the Act, there are grounds for concern that the principle of integration may be too easily ignored, the report says.

Even in those authorities which are generally in favour of integration, schemes have usually been confined to children with physical or sensory handicaps, rather than the greater number of children who have until now been labelled as mildly educationally subnormal or maladjusted.

"The responses (to the questionnaire) demonstrate that neither the prospect of new legislation nor the

lengthy period of debate - from the presentation of the Government's White Paper in 1980 following the Warnock Report, to the issuing of the Regulations accompanying the Act in February - have disturbed the inertia of L.E.A.s with little or no commitment to integration."

The publication of the report coincided with the launch of the Centre for Studies on Integration in Education by the Spastics Society.

The centre will promote good practice in integration, help with exchange of information between parents, teachers and administrators, establish a national register of integration schemes, publish fact sheets and organize conferences. Its director is Mark Vaughan, formerly a member of the ACE team and at one time a reporter on *The TES*.

Details of the work of the centre from Mr Vaughan, The Spastics Society, 12 Park Crescent, London, W1N 4EQ.

Features, pages 15, 16, 17

## Durham councillors demand meeting with Sir Keith

by Sarah Bayliss

Labour leaders in Durham are demanding to see Sir Keith Joseph, the Education Secretary, to discuss his rejection of a tertiary reorganization scheme for seven schools in Bishop Auckland.

The councillors, who say they were prompted to reorganize because of the threat of Government spending penalties and the Department of Education's exhortation to get rid of surplus places, have accused Sir Keith of acting inconsistently and without doing his homework on the scheme.

They claim he has bowed to parental pressure in this case in contrast to a neighbouring scheme he approved three months ago where some parents objected strongly to a sixth form college.

"We view this decision with dismay," said Labour leader Mr Mick Terrans. "We had 57 public meetings on this scheme and we do not

intend to embark on any alternative." He said that Sir Keith should have suggested his own alternative. The scheme would have meant the closure of one 11-16 and one 11-18 school plus the conversion of five 11-18 schools into 11-16 schools serving a tertiary college. In making his decision Sir Keith said the proposals to abolish all sixth forms involved a "disproportionate degree of disruption" and that he recognized the high esteem in which parents held the 11-16 school destined for closure.

## Steiner case

The decision in the case of two Edinburgh parents who wanted to send their children to a Rudolf Steiner school was made by the European Commission on Human Rights, not the European Court, as stated on page 1 of *The TES* last week.

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## NEWS

# Why languages need to be practical

by Nick Wood

Supporters of modern languages have to demonstrate the "practical" value of the subject if it is to retain a place in the mainstream of the school curriculum. Miss Sheila Browne, the Senior Chief HMI, said this week.

Miss Browne went well beyond the narrow remit of a national policy on modern languages when she addressed a meeting of the Joint Council of Language Associations at the University of York.

She said: "If you listen to the Secretary of State you will find that 'practical' is the highest form of praise." This was a broad hint on the whole direction of Government thinking on the school curriculum, which is now going through a period of radical re-assessment.

Miss Browne ranged across three decades of curriculum change. The 1960's had been the decade of "development and discovery" giving way to a "back to basics" movement of the 1970's. Now the accent was on "practical" - the linking of school subjects to employment.

If linguists wanted their subjects to flourish they had to take this

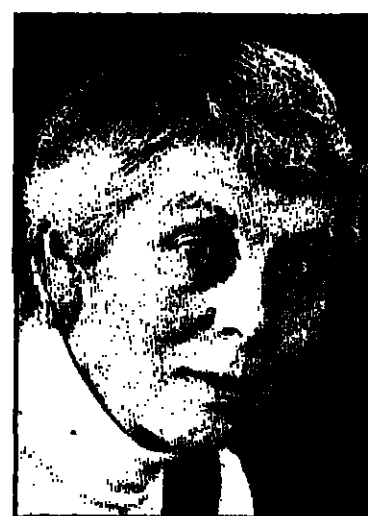
theme on board and convince employers that language skills were a valuable asset for potential employees.

Miss Browne, confessing to some embarrassment at the two-year delay, also revealed that a DES consultative document on a national policy for modern languages will be released at the end of the month.

Comments from teachers, professional associations, local authorities and language users in industry would be expected by the autumn and a definitive policy statement was likely to appear next year, she said.

The document would give the Government's views on a number of key issues - what foreign languages should be taught in schools, what proportion of pupils should study a foreign language, for how long, how membership of the EEC affects language policy and, most crucially, to what extent there is a "practical" as well as a cultural argument for studying languages.

Without revealing the DES's hand, Miss Browne was optimistic about the future of modern languages as she sketched the educational and political background against which decisions would be made.



Miss Sheila Browne, senior chief HMI

about the future of modern languages as she sketched the educational and political background against which decisions would be made.

A linguist herself, she left her au-

dience in now doubt of her belief in the essential place of languages in the school curriculum.

"Many of the curriculum policies are going your way but I am bound to say that the public expenditure policies and falling rolls are going against you."

"First languages are being reduced and an increasing number of second language are being squeezed out. It is unfortunate. I don't think it should remain like that."

Language teachers could take heart from the number of new developments.

"There are a number of straws in the wind and in the right direction," she said.

The Government's belief that teachers needed to be properly trained as subject specialists, as outlined in the White Paper *Teaching Quality*, would eventually ensure that there were enough linguists to implement any national policy that might be adopted.

The arrival of specific grants for curriculum innovation could also work to the advantage of language teachers, she said.

They might also be able to exploit the vocational training initiative to their advantage. If employers could be convinced of the practical values of languages the subject would gain in importance.

"If you can identify something that the country wants there are now ways of making it happen," she said.

But "evidence not rhetoric" was needed to ensure the place of languages on the school timetable.

"We must show evidence of pupils using language that is visibly and audibly recognizable as the genuine thing," Miss Browne said.

## In brief ... Suspended teacher is sacked

A teacher who leaked details of his school's corporal punishment record has been sacked by his local education authority nearly two years after being suspended from his job without pay.

A disciplinary hearing made up of members of Conservative-controlled Sefton Council's education committee has voted to uphold a recommendation from governors of Litherland High School that Mr Alan Corkish, an English teacher, should be sacked.

The Court of Appeal had ruled that an earlier decision by the LEA to sack Mr Corkish had followed improper procedures and the decision was set aside.

Mr Corkish now plans to take his case to an industrial tribunal and his legal advisers are considering taking his case to the European Court of Human Rights.

## Two for committee

Two black teachers have been co-opted on to the National Union of Teachers' committee which deals with the problems of multi-racial education.

They are Mr Carlton Dunn, head of Wyke Manor Upper School in Bradford and a member of the Swann committee, and Mrs C. G. Chah, head of Mount Pleasant School, Southampton.



## Special wait

Mrs Irene Davies and her 10-year-old son Brian (pictured) are waiting a Welsh Office decision on the go-ahead for a special unit for retarded children planned for Y-Nant primary school - a Welsh speaking ordinary school - in Denbigh, Clwyd.

Brian was assessed recently as being in need of special education and Mrs Davies was told that her local special schools taught in English and her son's first language is Welsh.

## Graduate gloom

A further decline in the number of university engineering graduates is forecast by the Institute of Management Studies.

A projection for 1984-85 shows the number of electrical and electronic engineering graduates will fall by 5 per cent.

Mathematics Extra (YES, March 21) contains some misprints in the equations in Peter Kahn's article "From abstract to concrete".

The errors are entirely ours and show that adults can also be helped by negative numbers.

## Adult listening time key to good reading

Adults such as parents, grandparents, friends and relatives who are unqualified to teach still hold the key to children's success at school, the meeting was told.

Unless they can get away from watching television and spend time each day listening to young children read, the best efforts of teachers will come to nothing, said Professor Eric Hawkins, Professor Emeritus at York University.

Children left to the "mercy of peer

group culture" like the boys in William Golding's *Lord of the Flies*, were condemned to fail, he said.

"We have known for a long time that school failure begins with the failure to master the written form of English by the age of eight. If a child does not manage it every further year spent at school simply means that he or she falls further behind. The only effect of schooling is to widen the gap between the reading haves and have nots."

Professor Hawkins said that he was supported by a mountain of research evidence including the IEA literacy survey and the work of the late Professor Jack Tizard.

West Indian children were at a particular disadvantage, he said. Seven in 10 of their mothers went out to work, compared with 4 in 10 nationally. And many babies spent their days crammed 20 to a room with child-minders.

## Union motion on assaults

by Richard Garner

Calls for firmer action to deal with assaults on teachers and reduce stress in the profession will be key features of the annual conference of the National Association of Schoolmasters/Union of Women Teachers, to be held in Earbourn after Easter.

A motion from South Glamorgan teachers urges all local education authorities to declare publicly their support for teachers who have been the victims of assault, and adds that such a policy should be "a priority in the fight against indiscipline and lawlessness in our schools".

Another motion, from teachers in Birmingham and Wolverhampton, calls on the union's executive to undertake research to see if existing health and safety legislation could be used to improve conditions and reduce stress for teachers in schools.

In addition, delegates will debate another motion from Birmingham and Wolverhampton teachers calling for all head teachers to be appointed on fixed-term contracts "renewable following a satisfactory probationary period".

The motion, which will be opposed by the union's executive, says that future candidates for headships should have to submit evidence of having completed a recognized course on management training "in view of the increasing number of problems arising out of mismanagement in schools often due to unsatisfactory and unfortunate appointments to head teacher posts."

## Fewer attacks

Assaults on London teachers by pupils, parents and others fell by more than half last year, official figures show. In 1982, 52 assaults on teachers were reported to the IEA - much less than the 116 recorded in 1981.

## HMI expansion given go-ahead

by Biddy Passmore

Her Majesty's Inspectorate is hard at work recruiting more inspectors, in line with the Government's view that numbers should be brought up to strength "as a matter of urgency".

This view, contained in a policy statement last week by Sir Keith Joseph, the Education Secretary, and Mr Nicholas Edwards, the Welsh Secretary, reflects a strong ministerial vote of confidence in the Inspectorate and its work.

"In the task of securing higher standards, the Inspectorate plays an important and effective role which this Government intends to strengthen", they told the House of Commons.

Not only is the number of inspectors for England to be brought up to its official complement of 430 (the present total of 384 is the lowest ever) but HMIs are also to carry on with their present policy of conducting general surveys as the basis for giving advice to ministers rather than acting as the scourges of individual schools and colleges.

The inspectors are to get computer assistance with their work, starting with a computerized register of visits. Experts on short-term contracts will help them with specialized areas such as information technology.

Over the next six months, the Government plans to arrange up to six such attachments for periods of up to three years. Teachers, advisers

or educational administrators might be seconded or exchange posts with inspectors.

Ministers' endorsement of the Inspectorate's policy represents a victory for Miss Sheila Browne, the chief HMI, over Conservative critics - notably Mrs Thatcher - who have complained that the inspectors do not do enough inspecting.

It means that the Government has accepted the findings of an internal DES report, completed nearly two years ago, which said the Inspectorate was efficient and highly regarded and should have its independence safeguarded.

The report, which was one of the studies supervised by Lord Rayner, Mrs Thatcher's efficiency expert, was finally published with the policy statement last week.

Its most far-reaching proposal - that more HMI reports should be publicly released - has already been implemented. From January of this year, all formal reports on schools and colleges have been published.

Also being implemented is the Rayner recommendation of more reports on whole local education authorities, although the report's proposed target of seven per year is now recognized as too ambitious. The current aim is to conduct two or three a year.

While inspectors of schools are to carry on with their present balance of activities, inspectors for further and higher education are to spend

less time in future on course approvals and more on inspecting institutions. The Rayner study found that further education inspectors spent only about a third of their time on visits compared with nearly half by the schools inspectors.

The study examined whether the work of local authority advisers overlapped with the activities of HMI and concluded that their roles were complementary. It pointed out that a strong local cadre of inspectors and advisers tended to enhance HMI's contribution by helping to follow up their findings.

Now education ministers are to discuss with the local authority associations how cooperation between the two services could be increased. One possibility to be explored is the Rayner proposal of stepping up HMI's work in areas which lack local specialist advice.

Also published last week was a booklet for the layman describing the Inspectorate's work and how parents can be involved. Called *HM Inspectors Today: Standards in Education*, it is available free from the Publications Despatch Centre, DES, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Also available free from the same address is the ministers' policy statement, "The Work of HM Inspectorate in England and Wales".

The Rayner study, *Study of HM Inspectorate in England and Wales* costs £4.50 net from Her Majesty's Stationery Office.

## Black success reported on access courses

Four out of five black students successfully completed access courses last year, Mr Ken Millins told a conference in London last week.

These courses have been running for the past four years in at least 20 further education colleges for mature students who need to improve their qualifications to move on to degree and diploma courses.

"When you think of the fact that over the Rampton report on underachievement, these results give you something to think about: seven or eight years after leaving school they perform so well."

Mr Millins has been running an evaluation project of access courses for the Department of Education

and Science which ends this year despite pleas from the Commission for Racial Equality and the lecturers' union, NATFHE.

He found that the pass rate for black students, who make up 20 per cent of the 1,200 enrolled, had improved from 65.2 per cent in 1979 to 75 per cent in 1981.

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NEWS

# Criticism as mild as the climate

Nearly two thousand delegates to the National Union of Teachers conference, steamed up about pay, cuts and discrimination, head for Jersey this week. The island is unlikely to know what has hit it.

In Jersey things are not like that. Europe's massive recession has sent only a slight shiver through the island's banking and tourist economy. Money and jobs can still be found, and the human scale of the twelve by six-mile island makes easy work of day-to-day educational problems. Criticism, where it exists, is as mild as the climate which nurtures the early daffodils.

So different are conditions that mainland visitors can hardly believe their ears. How long has it been since a British careers officer could say: "The vast majority of young people who want work find work"? Or a head teacher: "Resource-wise I can honestly say we have what we need"? Or a union officer: "We can't complain about resources, we can't complain about staffing, in fact we can't complain about anything very much"?

Not that the island is a complacent backwater. With its busy airport and second highest level of car ownership in the world, Jersey is a bustling, highly-populated island very much on the world map.

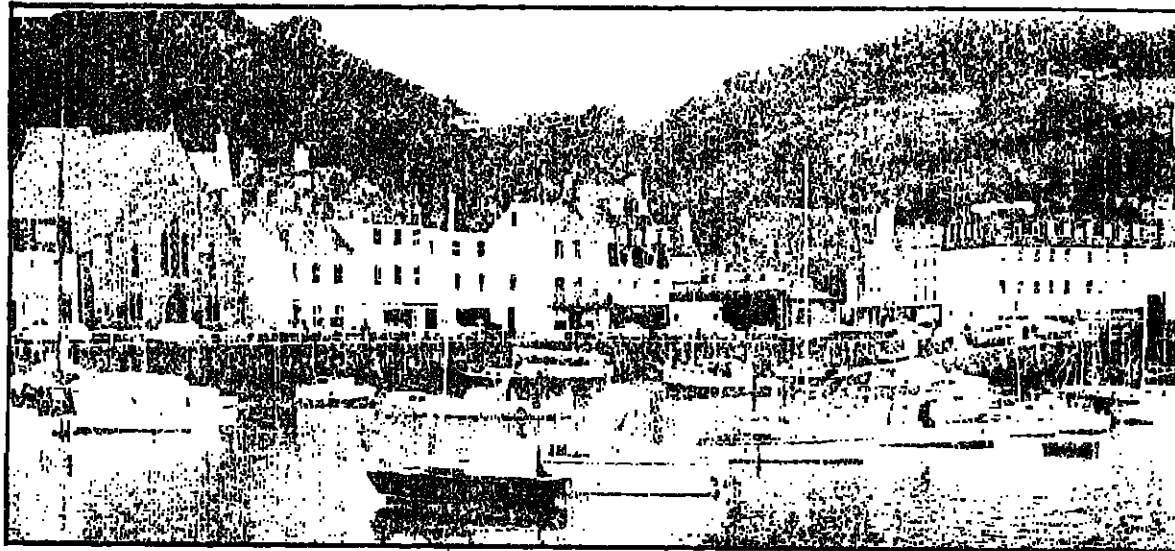
From this bustle comes the revenue - just over £17m net for a school system with just under 9,000 pupils, for further education, and for child welfare services - and the island has the freedom to spend it as it pleases. Jersey is independent, and neither the Department of Education and Science, nor the Manpower Services Commission has any say in what goes on.

Mr John Rodhouse, the director of education, could, if he felt so inclined, liken himself more to the permanent secretary at the DES than to a chief education officer, although such comparisons never really apply. Jersey's lack of party politics, its emphasis on voluntary civil duties rather than statutory civil rights, and its general conservative consensus, make it a very different territory from the mainland.

Perhaps fittingly, then, the island's school system bears little resemblance to most mainland systems. For a start private school fees are low and the tradition strong, so that one in five pupils is privately educated. This proportion goes up to one in three at Victoria College and the Jersey College for Girls, fee-paying schools maintained by the Education Department, are counted.

The state system involves a transfer at 11 to one of four secondary schools. Then at 14 pupils can either stay on in school to 16, taking CSEs or O levels, or transfer to the one "higher" school that offers A levels.

This system is carefully selective. Detailed pupil profiles are drawn up



Hilary Wilce visits Jersey, where the teachers' delegates will gather, and finds a system little troubled by politics or recession

by teachers, and parents are called in to discuss where their child would best fit in. Pupils who can't keep up in the "higher" school are transferred out after a term.

Despite this selection heads and education officers insist the transfer is optional, with the parents' decision being final. In practice, the system seems to work because of the smallness of the whole operation. The handful of difficult decisions each year appear to be resolved by personal contact and sweet reason.

Likewise the classic gulf between private and public schools seems smaller on Jersey, with many insisting that class is not the highly insistent divider that it is on the mainland.

However, some problems could be magnified by the smallness of the society. As if to compensate for any danger of becoming cut off from educational developments, a great deal of curriculum development work has been done. There is a full programme of in-service courses at the teachers' centre, and teachers regularly go to the mainland for courses or secondment.

In some areas the island even seems to have leapt ahead. At the very impressive Bel Royal Primary School, on the outskirts of St Helier, there is what the head, Mrs Wendy Hurford, says is "Warnock in operation", with many severely physically handicapped children integrated as fully as possible into the life of the school. A visiting HMI, she recalls, said he had never seen anything like it.

Bel Royal's roll is growing, but overall the island is suffering the same falling rolls pattern as the mainland. This has forced some amalgamations at primary level, but there has been a decision to increase

staffing levels rather than contemplate teacher redundancies. Staffing for primary schools is done on a complicated system of criteria, while at secondary level there has been curriculum-led staffing for the past two years.

Teachers are paid on Burnham scales, but with income tax at 20p in the pound are considerably better off than their mainland colleagues. There are other advantages. One senior teacher remembers leaving Manchester in six inches of snow to take up his Jersey job. He spent the afternoon sunbathing on the beach.

But jobs are not easily come by. Jersey has a "jobs for the islanders" policy which extends to newly qualified teachers wanting to return home. To try and ensure a high quality of recruit (Keith Joseph please note), the Education Department organizes teaching experience in schools for sixth-formers who want to be teachers, then deliberates on offering them a grant on the basis of their performance and reports.

All grants are discretionary and students wanting to leave the island for higher education have to appear before a panel which vets their courses and qualifications. While this is obviously an ordeal for the anxious sixth-former, in practice few fail the grilling.

For those who stay on the island there are further education courses at Highlands College, and the island also runs a job creation scheme, placing unemployed youngsters with private employers from October to April, by which time the majority have either found jobs or can take up seasonal work. This year saw 130 on the scheme. Only about a third were still seeking work last week - the problem, like so many on Jersey, is controllable.

Which is not to say the system is problem-free. While the lack of party politics in education brings nothing but good, according to most islanders, there are those who fear that the arrangement whereby the president of the education committee picks his own committee team, concentrates too much power in a single pair of hands. The island has no official pre-school education, and maternity leave for teachers is ungenerous by mainland standards - the overwhelming view is still that the under-fives should be at home with their mothers. And for some heads the ring fencing round teachers' jobs means a lack of fresh blood in the system.

But such matters are mere quibbles alongside the overwhelming fact of adequate funding and the accessibility of those in power. Time and time again people in education emphasize that one of the great joys of the Jersey system is that you can pick up the telephone to anyone, and get a hearing.



Wendy Hurford... 'Warnock in operation'

## Uncomfortable situation for homosexual staff

Homosexuality is still an offence in Jersey, and the gay teachers, lobby has protested vociferously about the island's revenue for the NUT conference. Legal advice to the union is that "any overt act of homosexuality would be pursued and charges brought".

To be gay in Jersey, especially to be a gay teacher, in contact with vulnerable young minds, is to be in an uncomfortable situation, forced to live clandestinely, with all public socializing confined to the island's one "gay" pub.

One woman teacher described to *The TES* what it was like to live that way.

"I don't tell people. If they get to know me, and find out afterwards, well that's usually OK. I'm reasonably lucky in the school I'm at. A lot of the staff guessed, or guessed it out. What I worry about is the parents finding out.

"The law obviously makes a difference to my male friends. I think they

have to be much more careful about who even finds out in school. I can think of one lad in particular who is very guarded. He's a good teacher, very well liked, but he just couldn't afford to let them know at school.

"The *Jersey Evening Post* talked about people 'flouting' their position, and I think that's the way a lot of people here see it. They think we're perverting their children in schools.

"If there is a great deal of protest action at the conference then I feel it will make it difficult for us for a time, but on the other hand things here do need a shake-up.

"In my school nothing is taught about homosexuality. It's really not fair to the pupils. In this pub we go to I met one of our lads after he'd left school. He looked at me and said, 'What on earth are you doing here?' I said, 'The same as you'. He was at a great disadvantage because he had no idea what he was, or why he felt the way he did."

Richard Garner reviews NUT's past year with its president Alf Budd and looks ahead to this weekend's conference.

## It's back to the basics...

Alf Budd thinks it will take until the mid-morning break to tie back into the routine of his primary school head again when he returns to his school next week after presiding over one of the National Union of Teachers' controversial years.

His presidential year has been dominated by issues arising from controversy on disarmament.

This began when he told members that the union leaders would ignore the motion given priority at least year's conference and agreed by delegates.

But despite the controversy, Budd is a quiet and unassuming man whose presidency has been a marked contrast to the radical and ambitious style adopted by his predecessor, Mr Jack Chambers.

He would not have changed his decision about attempting to tie out of order the motion which calls for unilateral disarmament, or opposition to the sifting of Trident missiles in Britain.

It is perhaps ironic that this year-old softly-spoken north-east (tyranny) - who has taught in the same school, Rosebery, a primary school in Great Ayton, Middlesbrough, for the past 15 years - presided over one of the most radical conferences in the union's history.

Last year's conference at Scarborough not only broke new ground by voting in favour of unilateral disarmament, but also urged the union for the first time to campaign for the abolition of corporal punishment, and also upheld the right of individual teachers not to cover for absent colleagues.

The union leadership again came under fire for sending out a circular to members stressing that the conference decision did not take away their right to decide whether to use the cane or not.

However, the union is now firmly committed to campaigning for its abolition.

Mr Budd says that the major worry of teachers he has met over the past year is "about things like redundancy and how long can we go on without having a large number of redundancies".

These are the "bread and butter" issues which are likely to pose the greatest concerns during the reign of his successor, Mr Don Winters, the 54-year-old head of Hilton primary school, Blakelaw, Newcastle. He has served on the union's executive for eight years.

Indeed, there is a feeling within the union that Mr Winters may preside over a more "bread and butter" conference with pay likely to be a burning issue for the 1,800 delegates.

Delegates will be considering the year's pay claim and a salaries memorandum prepared by the union's executive for next year's pay negotiations.

Pay was given top priority when delegates voted on the motions for this year's conference - ousting the disarmament from last year's top job. A radical change is needed in the way the National Union of Teachers carries out its educational responsibilities for all, according to a book published by Mr Ken Jones, a member of the union's executive last year.

He says the leadership should encourage its members to press for union education policy to be implemented through the activity of teachers in their schools.

*Beyond Progressive Education* by Ken Jones is published by the Macmillan Press Ltd, price £12.50 hard back and £4.95 paperback.

PRIMARY

# Eating habits survey provides food for thought

One in two of Britain's 10-year-olds is eating school lunch, while a further 40 per cent take sandwiches, or go home to lunch, according to new figures.

Three per cent of the children have nothing to eat at midday, and a small percentage buy food from local shops.

The figures indicate that three-quarters of the 10-year-olds have breakfast before going to school, but 18 per cent rarely eat breakfast, and a further three per cent never eat it.

The results come in a survey of 15,000 children born in a week in April 1970, carried out by the Child Health and Education Study when the children were 10 years old.

They are part of a large collection of data provided by the children, their parents, teachers and doctors for the follow-up at 10 years, which will provide information about the development and lifestyles of an entire generation.

Disturbingly, the new findings indicate that one in three of the children not eating lunch will often have no breakfast either, says Professor Neville Butler, the study's director.

Computer analysis of the figures will show whether these children suffer further social and biographical disadvantage.

These and other findings are now undergoing further analysis by the Child Health and Education Study team at the University of Bristol department of child health.

The majority of the ten-year follow-up concentrates on health and educational disadvantage, and results are due to be published in two books later this year.

The nutrition figures were released to mark the national launch of the Rainbow Children's Appeal by Margaret Thatcher on March 16. The appeal aims to raise £3.3 million for an International Centre for Child Studies, which will eventually

incorporate the Child Health and Education Study in a multi-disciplinary research and action centre.

The Centre will look into all aspects of children's lives - health, housing, education and family problems - and seek ways to lessen and prevent handicaps.

Research findings will be passed to MPs and voluntary bodies. The data on nutrition were obtained as part of a large questionnaire filled in by the 10-year-olds.

Their answers show that while bread is favoured by most households in Britain, with 52 per cent of children saying they eat it daily, compared to just 15 per cent eating brown bread every day.

Vegetarianism is not popular with the children, 40 per cent reporting they eat meat most days, and only five per cent hardly ever eat it.

Chocolate is a daily supplement to the diet of 43 per cent, while cola-type drinks are consumed daily by 48 per cent of the children.

The 10-year-olds were also asked about their smoking habits.

One in seven said they had smoked a cigarette, with 4 per cent having smoked more than once.



One in two children eats lunch at school.

## New awards for science

Probing young minds will soon have their efforts rewarded with badges and certificates awarded by one of the country's premier scientific bodies.

A three-tier package, made up of bronze, silver and gold awards, will be launched at the August meeting of the British Association for the Advancement of Science.

The awards, aimed at youngsters aged eight to 12, are intended to reward effort and achievement in science. Project work done in schools or at clubs and societies will qualify for an award.

Dr Peter Briggs, a BA official, said: "Our aim is to reward excellence and promote interest in science. If through this scheme we can get more primary children doing science, well and good."

The awards are not a scheme of work for science, he added.

Every child entered for the awards will have to pay a £1 registration fee. Teachers and group leaders will be sent a brochure detailing the scheme and enough badges and certificates to go round. The association is appealing for area coordinators to help to set up the scheme and to assess work for the more prestigious silver and gold awards.

Primary teachers interested in the scheme are asked to contact Dr Briggs at the BA, Fortress House, 23 Savile Row, London W1X 1AB. Work for the first awards will begin in September.

## Grosseteste nursery task

The Church of England college, Bishop Grosseteste, one of the 14 listed last August to lose teacher training but later reprieved by Sir Keith Joseph, Education Secretary, is among the 13 institutions selected to develop specialist work on the nursery years.

The remainder are the polytechnics of Brighton, Bristol, Kingston and Trent, the colleges Christ Church, Derby Lonsdale, Edge Hill, Goldsmiths, La Sainte Union, Nene and Rolle, and Roehampton Institute of Higher Education.

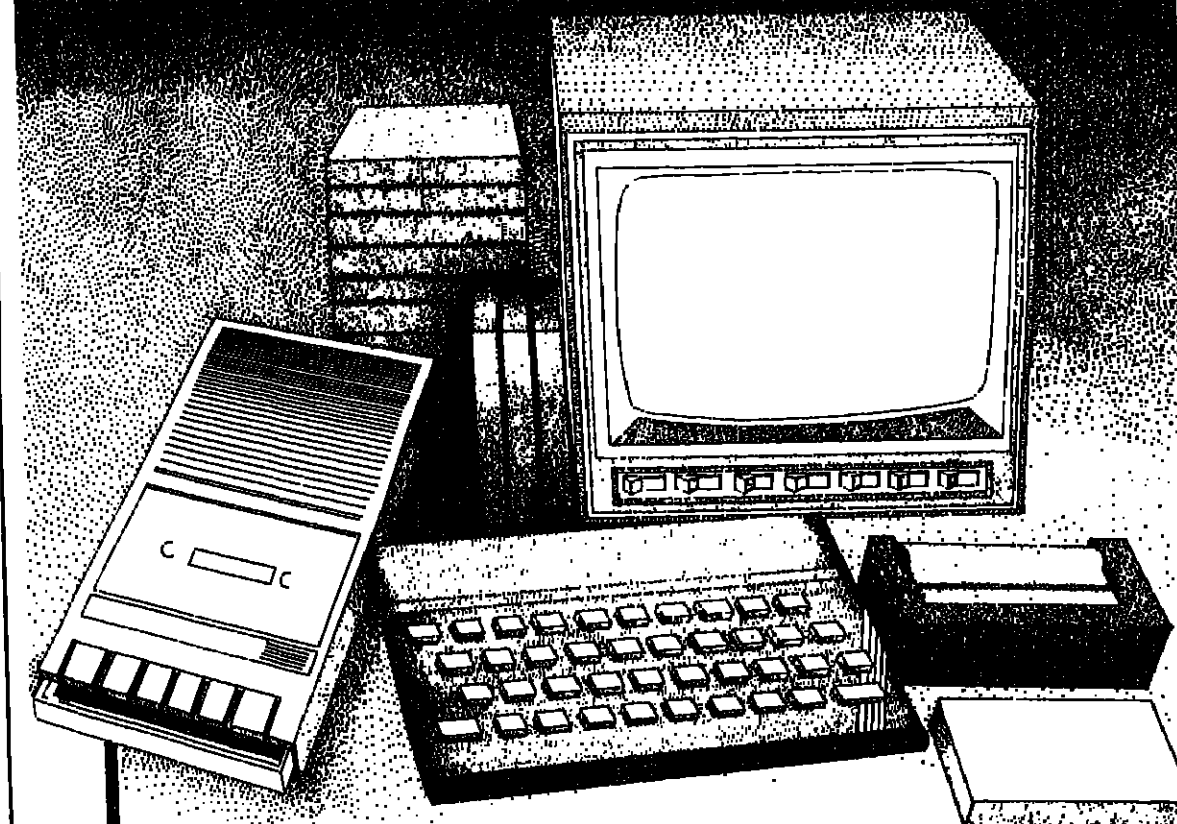
Vacancies for nursery and infants teachers, estimated at 4,000 this year in the latest forecast by the DES, are expected to almost double in two years' time to 7,500. In the current academic year training institutions have raised recruitment to BED courses for primary teachers by one third over the 1981 level.

## PPA's new aim

The Pre-School Playgroups Association has officially changed its main aim. Instead of focusing mainly on playgroups for three to fives, it has now adopted a new target: "Encourage parents to understand and provide for the needs of their children under statutory school age through community groups."

This was decided at its annual conference at Llandudno last weekend.

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## SCHOOL TO WORK

## YTS trainees unlikely to qualify for 17-plus

More than 50,000 pupils will get the Government's new 17-plus certificate next year unless they opt for the Youth Training Scheme.

The Department of Education and Science has decided, as foreshadowed in *The TES*, to launch the new qualification by giving it to everybody who obtains one of the certificates already being offered by the three main examining/validating bodies operating pre-vocational awards.

The department announced last week that it is going to accept, on an interim basis, the following:

- City and Guilds foundation and vocational preparation general (365) courses;

- BEC general awards from the Business and Technical Education Council (Btec);

- Royal Society of Arts clerical and distribution vocational preparation courses and its basic clerical procedures course.

The department expects the named courses to be the core of the qualification, supplemented by options provided by the GCE and GSE boards as well as the three vocational boards. The scheme will operate from September, which means that some pupils who are already studying for the existing certificates on a two-year course will be able to get the new qualification next summer.

The DES wants a custom-built course to replace the interim system after a year, if possible, and not later than two years. This is a good deal sooner than had been envisaged by City and Guilds and Btec, who first proposed the interim arrangement, and who will carry the main responsibility for running the 17-plus.

Representatives from these two bodies will make up the majority on the joint board for pre-vocational education which is being set up by the Education Secretary. The Royal Society of Arts - whose courses have only been included after its intensive last-minute lobbying of MPs and peers - will have one seat,

as will each of the two groups of school examining boards.

The system will be administered by a small secretariat, likely to be drawn from City and Guilds and Btec staff. The Government is giving the new board £450,000 over the first three years to help meet the cost of setting up the new qualification.

It has laid down that as far as possible the 17-plus should share curriculum content with part-time courses in the colleges, and be compatible with the Youth Training Scheme leaving certificate.

But the Education Secretary has given no guidance yet as to whether

he is willing to award the 17-plus to young people who study outside full-time education. The problem is likely to present itself practically in the coming year, when trainees will take the existing pre-vocational certificates as part of their training programme.

A senior official of one of the examining bodies said if the course was not accredited to the YTS as well as for schools and colleges, then "we will be asking youngsters to decide whether to give up around £1,500 of YTS pay".

## Head challenges Sir Keith

Somewhere in the files of the Department of Education and Science is a form which suggests that the Education Secretary and his advisors may be in the wrong in holding back schools from the Youth Training Scheme.

The minister is still telling teachers' leaders that schools can only join in the scheme through a college because they cannot legally provide for part-time students off their own bat.

So, even if a school's own pupils want to return as unemployed leavers to train under the scheme, they have to enrol at a college.

But on this year's Form Seven, the annual return which all schools make to the DES, Heathfield School, a Cheshire comprehensive, shows 16 pupils who - according to a footnote - have been training at the school under a pilot course for the YTS all year.

Its head, Mr Don Savage, says he took them on only after full consulta-

tions with the local authority's lawyers.

"They insisted that insurance should be arranged, and that there should be notices displayed referring to our legal liabilities, but said that provided these requirements were met there was nothing to stop us."

Mr Savage's action has the support of Mr John Tomlinson, Cheshire's director of education, and former chairman of the Schools Council and a member of the Manpower Services Commission board which until recently supervised the programmes for school leavers.

Mr Savage may not be able to run his courses when the full YTS starts this year - because of the MSC's decision to stop funding courses of more than 13 weeks, which he says,

will hit vulnerable groups of pupils who desperately need the support of a school or college.

But another school is now preparing to take a direct hand in the YTS. Mr Philip Mitchell, head of Quaker Knolls, in north-west London, is proposing to make a bid for his school to become a managing agent, taking responsibility for groups of youngsters who will do their off-job training and education at the school and get work experience with employers.

Mr Mitchell says that the last London Education Authority is looking for plans, which are submitted because the school is a "community school" catering for a wide range of age groups.

But he plans to avoid any uncertainty by operating the YTS work through his youth wing, as many schools in other parts of the country have similar arrangements for youth services on campus which they could use in the same way.

Edited by  
Mark Jackson

## Group at disadvantage

Careers officers fear that the Easter leavers may be pushed to the bottom of the Youth Training Scheme queue if they are not found places before the scheme has to deal with the army of pupils due to leave at the end of next term.

Sixteen-year-olds who leave before the summer term have always been seen as a problem group for the Government's youth programmes, because they are likely to lack even minimal academic qualifications.

With most of the YTS employer projects not due to start until September, any Easter leavers left over will have to compete with the better qualified youngsters. Mr Ray Hurst, secretary of the Institute of Careers Officers, said this week that they had asked the MSC to hold back some of this year's YTS-type college schemes for this term's leavers, but it had insisted on filling the places last September.



David Young... 'inspire' others

## Careers Diary

by  
Brian Heap

Some fifth-formers will now be reaching the stage of choosing their A-levels for the next two years. Their choice will rest on the subjects they are offering at O level and also the choice of A levels available to them, which could include some subjects not taken in the earlier exam such as computer studies, sociology, biology, geography or communications studies.

Some schools recommend their bright students to take four A levels (excluding general studies). This seems quite a handful, for there are many outstanding students who find themselves stretched with three academic subjects. (It would be very interesting to hear the views of schools on this topic, particularly the levels of success among those entered for exams). There might be some advantages in "keeping options open", but if it leads to a poor exam performance in the end, then it obviously defeats the purpose. A

level student often find themselves under enough strain without adding to it.

The main point to remember is that while for science courses future university students often need three specified subjects, for the majority of arts courses two A levels will suffice. At the same time, while there are some schools which still persist in going flat-out to get all their sixth formers into university, irrespective of personal interests and ambitions, it is surprising how many misconceptions still exist about careers generally. While a small number of universities want maths at A level for accountancy and business studies, any combination of these subjects is acceptable for work, social work, psychology, journalism, and many other careers. Engineering is for the intelligent and not for those who are not particularly bright but are good with their hands. (Technical drawing, by the way, is not an acceptable A level for degree courses in engineering and architecture.) At degree level, sociology is not social work, food science is not home economics (it's applied science), science subjects are not required for information science and commerce is business studies, not shorthand and typing.

A combination of science subjects, however, will open the door to a range of such careers, chemistry, maths and physics being important for many of them. (See the *Vice Chancellor's Compendium* for all entry requirements for university courses - The Country Press, Drummond Road, Bradford). Outside the science areas there is a misconception that subjects should combine to lead certain careers (for example, English for journalism and history for law). This is not so. Apart from certain entry requirements for some

degree courses almost any combination of A levels is acceptable for almost every non-scientific career.

Practical and aesthetic subjects sometimes cause advisory problems but here again there is no reason why a student should not offer music, art, or domestic science if they have their sights set on other non-scientific careers. These are, however, vocational subjects which could offer a useful course or alternative if other options fall at a later date.

Care is needed in advising anyone for A-level and higher education courses. The parent who proclaims that "there are only jobs for scientists and therefore her son must take science A levels" - apart from being quite out of touch with reality - could do him a terrible disservice, not least leading to a complete waste of a sixth-form course.

## OVERSEAS

## Savary retains Cabinet post

## FRANCE

## Anne Corbett assesses the implications of President Mitterrand's latest Government reshuffle

In the Government shake-up which has followed the recent French municipal elections, M. Alain Savary has, after all, retained his post of Minister of Education and has kept his seat in the slimmed-down Cabinet which has been stripped of a third of its members.

M. Savary was clearly as surprised as many commentators. He was preparing the ground last week by telling visitors that he had to be thankful for a long and a full political career. But his approach, that to convince people is better than to constrain them, has after all won friends, and is recognized by a president and prime minister to be a great asset when confronted with a number of the difficult policy issues, particularly private schools. Education will also now have a

junior Minister, M. Roger-Gérard Schwarzenberg, leader of the centre left party, the MRC (*Mouvement des Radicaux de Gauche*). M. Schwarzenberg is a dynamic figure, professor of law, Member of the European Parliament, prolific author, with a best seller on the star system in politics, and a member of a united left study group on a new charter of liberties. He is not quite 40.

It is significant that the reduced Cabinet, which lost such symbolic posts for the socialists as culture, women's rights and free time, does still include professional training, and with it the Communist minister, Marcel Ridout. In his broadcast to the nation last week, M. Mitterrand stressed once again that giving youth a training was an absolute priority.

One issue on which M. Savary may find himself unwillingly in the limelight is the reform of medical studies. A protest movement has been building up since February. Junior hospital doctors and students in hospitals all over the country have been on strike. There have been street demonstrations involving as many as 15,000 protesters.

Blood was spilt unwillingly in the

Ministry of Health when the riot police forced out demonstrators occupying part of it, and willingly in a number of other cities where medical students have been staging blood donation sit-ins.

The Minister of Health, until the reshuffle, the Communist, M. Jacques Raut, has carried all the public opprobrium for the reform. But in fact, medical studies are a joint responsibility of education and health ministers. And the new reform is for the most part in line with the reform of 1979, designed to reduce the number of specialists coming out of medical school.

The students' main objection is to the introduction of a new exam two-thirds of the way through their studies.



## New minister is ex-teacher

## AUSTRALIA

The Education Minister in the new Australian Government is Ms Susan Ryan, the first woman to serve in a Labour government.

A former teacher, Susan Ryan was elected an Australian Capital Territories senator in 1975. Before that she worked for the School Commission's Innovations Programme and was the executive officer of the Australian Council of State School organizations.

She is a staunch feminist and is known to have equally strong views on education. "It's a means by which inequalities can be reduced if appropriate policies are applied, or a means to maintain elites, as has happened in the past", she says.

Senator Ryan says her first priority is to do something constructive about the huge numbers of young people who are unemployed. She wants to persuade thousands of children who drop out of school at the earliest opportunity to stay on.

Bill Purvis

## Child care to be probed

A special government committee headed by Mr Olaf Palme, Sweden's socialist Prime Minister, is to work out how child care can be improved, how children make the transition to adulthood, and how great an effect commercial influences have on children. It will make recommendations as to how parents can become more involved in school life.

Mr Bengt-Erik Andersson, a lecturer at the Stockholm Teachers' Training College, who is a member of the 14-man committee, said: "We want to come to grips with an ordinary child's reality and see how this influences the child's development."

Chris Mosey

## Young soldiers step out of line

## SOVIET UNION

## It is not only in the West that the generals are worried about the young. Jennifer Louis reports.

others, where there is a college cadet corps, they may finish their course first. If they go into the army or the airforce, they serve for two years but if their choice is the navy, they have a three-year stint.

The military reaction is understandable: an army is an army and needs fighting men.

"We meet with facts," were General Yefimov's words, "albeit few and far between, when young

men, serving in the ranks, display elements of political naivety, pacifism and indifference in estimating the military threat from our class enemies." Translated, this means that both school leavers and college graduates, all of whom must serve a minimum of one year, simply refuse to believe the crude army propaganda dished out to them and find it impossible to take seriously those who think in the black and white terms of goodies versus baddies.

Reading further between the lines, the "few and far between" phrase shows that in fact the general was talking about a widespread phenomenon. If only a small minority were involved and the situation were properly under control, he would not have brought the subject to the public's attention.

## THE BRITISH COUNCIL

## International Specialist Courses and Seminars

These courses provide opportunities for senior education specialists to learn about recent developments and to participate in high level discussion with colleagues from other countries.		1983		
Teacher Education in a Changing Context	(Dr Olive Button/Dr Tom Bone)	10-22 April	Lancaster/Glasgow	£540
School Inspection: an International Seminar	(Norman Thomas CBE)	8-20 May	Grantham	£465
ELT Techniques & Methodologies for Teacher Trainers	(Mario Rinvolucri)	26 June-8 July	Canterbury	£485 (non-residential £290)
Educating Library Users	(Colin Harris)	3-16 July	Sheffield	£245 (non-residential £130)
New Information Technology in Libraries	(Prof. W. L. Saunders CBE/Prof. M. F. Lynch)	3-21 July	Sheffield/London	£390 (non-residential £175)
University Administration	(Roy Butler)	30 August-10 September	Oxford	£365 (non-residential £175)
Archive Administration	(Dr Felix Hull)	4-18 September	Oxford	£396 (non-residential £180)
Materials and Courses for Distance Education	(Wyllie Fyfe/Dr Gae Manwaring)	11-22 September	Dundee	£545 (non-residential £320)
Primary Education: an International Seminar	(Leonard Marsh)	18-30 September	London	£545 (non-residential £320)
The Training and Professional Development of Academic Staff in Universities	(Dr Alan G. Harding)	18-30 September	Oxford	£385 (non-residential £180)
Video and English Language Teaching	(Marion Godden)	2-14 October	London	£215 (non-residential £130)
Library Planning and Design	(Godfrey Thompson)	16-28 October	London/Middlesbrough	£725 (non-residential £420)
Modern Developments in Medical Librarianship	(Miss F. M. Picken)	23 October-4 November	London	£385 (non-residential £180)
Communicative Activities and Drama in the Teaching of English	(H. L. B. Moody)	30 October-11 November	London	£295 (non-residential £145)
Management and Administration of Sport	(Olive W. Newton)	20 November-2 December	Maidenhead	£385
Computers in University Administration	(Prof. R. W. Ewart)	8-14 January	London	Fee to be announced
Library Resources in Higher Education	(D. J. Foskett/D. T. Lewis)	8-20 January	London	Fee to be announced
Communicative Activities in ELT: Methodology and Materials	(Bob Jordan)	25 March-6 April	Manchester	Fee to be announced
Aspects of Non-University Higher Education: an International Seminar	(Dr R. R. R. R. R.)	25 March-6 April	London	Fee to be announced
Teaching Practice and Assessment for ELT	(Ken Crippwell)	25 March-6 April	London	Fee to be announced

Names of Directors of Studies are shown in brackets.

Prospectuses and application forms are obtainable from:  
The Director, Courses Department,  
The British Council,  
65 Davies Street, London W1V 2AA.

Residential fees include accommodation (and meals as stated in the course prospectus). Non-residential fees are available on some courses as indicated.



## OVERSEAS

## Not so quiet on the Turkish front

## WEST GERMANY

Paul Bendelow looks at how North Rhine-Westphalia is trying to meet the educational needs of Turkish children.

"Imagine what it's like to travel from Turkey to Germany every day and not to be at home in either place." This is how Necati Sahin, a Turkish teacher at a secondary school near Bonn, describes the situation of many Turkish children in West Germany for whom family and school represent two distinct worlds imposing conflicting demands.

With often inadequate command of either Turkish or German, these are the children of no-man's land, becoming under-performers at school and increasingly alienated from their parents' traditional way of life at home.

By far the majority of the 500,000 foreign children at school in West Germany are Turkish and, unlike those of other ethnic minority groups, their numbers are continuing to rise rapidly.

With another half million foreign children of pre-school age, the problems facing teachers, education authorities and parents are of mounting concern in all West German cities. But lack of agreement on how they should be tackled has resulted in a rash of largely-uncoordinated efforts throughout the country.

There are the difficulties, for



Young Turks... children of No Man's Land

instance, of German teachers, who often have no knowledge of the language, culture and family background of the foreign children in their classes.

Very few colleges of education offer special training to prepare for work with foreign children, and the little that is on offer tends to be academic and remote from practical problems.

With this in mind, the education authorities in North Rhine-Westphalia where the number of foreign pupils has doubled in five years have launched a five-year programme of seminars for primary and secondary modern school teachers whose classes have a foreign pupil proportion of 20 per cent or more.

Herr Bernd Esser, who runs one of these seminars, in the Erit district near Bonn, believes the chief benefit for the 25 teachers taking part is the opportunity for them to share their common experience and difficulties.

Eighty of these seminar groups now exist in North Rhine-Westphalia, involving 1,800 teachers. A total

Why not elected heads? The question, so often raised in England, would prompt a wry smile in Spain where teachers have already been down this road. The experience was not entirely encouraging, and in this school year the practice has been abandoned.

Education in Spain was overhauled in 1970 by the General Education Act. All children between six and 14 go to basic school, after which comes a secondary school with either an academic or a vocational bias. Basic schools are bigger than the primary schools they replaced, and the quality of the head teacher was seen by the reformers as crucial to the success of the innovations they were making.

Not that Spanish heads have as much power as heads in this country: the system is a centralized one, and the head has to follow quite detailed national instructions. The timetable is prescribed nationally. Teachers are appointed to the school by the central administration, and the head's discretion in allocating work to his colleagues is restricted by the firmly established principle of seniority.

Teachers are arranged in a pecking order according to their academic qualifications and their length of service; the highest in the order demands, and gets, the classes he wants. The established teacher is a civil servant with clearly established rights which the head cannot easily ignore.

Nevertheless, the head has considerable power, through his influence over the school budget and his contacts with the administration; he is also the main link (or barrier) between the school and the community. In pre-reform days there was a career grade of head teacher (director), and once appointed as a director, the individual had the right to a post for the rest of his career. In the Franco era, heads were often strongly authoritarian figures.

In 1970, reformers, after much

of 9,000 teachers will have undergone this systematic further training by the time the scheme ends.

An indication of the importance attached to the seminars by the regional government is the fact that, for the first time, participation in a course of this kind is being counted as part of teachers' duty hours and not as an unpaid free-time pursuit.

Herr Guenter Kieper, who is in charge of in-service training for teachers in the Cologne district, claims that North Rhine-Westphalia is breaking new ground in adopting this approach, at a time of public spending cutbacks.

"We're having to save on all sides all the time," he said, "but for this field there's money available." He believes that the feedback to schools from teachers attending the seminars will help to change entrenched attitudes towards the teaching of foreign pupils.

In future, for instance, the newest and least experienced members of staff may be less likely to have to cope alone with large numbers of foreign children.

"In the past couple of years," he said, "being involved with the problem as a teacher has become respectable, almost trendy."

North Rhine-Westphalia is conducting similar seminars for foreign teachers, the majority of them Turkish, to update their teaching methods.

Necati Sahin, who is chairman of the Turkish Teachers' Association in Cologne, believes, however, that the latest ministry directive on foreign teachers, while aiming to speed up the integration of foreign pupils into mainstream classes, virtually reduces Turkish teachers to the status of foreign language assistants.

"We're like most Turkish workers here: more work for less pay, isolated from our fellow-workers and with no job security."

The importance of beginning the process of integration as early as possible is highlighted by another pilot project set up in North Rhine-Westphalia in 1979 to encourage Turkish parents to send their children to pre-school kindergarten.

Initially, eight Turkish social workers were employed to act as contacts between 36 kindergartens and parents, in seven industrial conurbations such as Dortmund, Duisburg and Gelsenkirchen. The number of kindergartens taking part in the project has now been doubled, with a possibility of a further extension at the end of this year.

Dr Helga Merker, who coordinates the project, says that once the kindergarten principle was explained to Turkish parents, they were only too eager to send their children.

The problem now is providing enough places to meet the demand. Even very poor parents, she says, are willing to find the money for kindergarten fees.

"But we need more people. I've been working with a dozen kindergartens: there are more than 400 in Cologne alone."

But in the present economic climate, the sort of expansion required seems unlikely to happen.

## SPAIN

Should staffs be allowed to select head teachers? John McNair reports on a failed experiment.

## Election of heads voted out

discussion, scrapped the career grade of director. They wanted all teachers to have the opportunity to exercise responsibility, and they wanted to prevent schools becoming dominated by routine.

For the future, heads were to be elected, and to serve for a period of four years. They were to receive a modest salary supplement for the work involved. The process was that the staff of each school elected from among themselves three candidates, in order of preference, and their names were submitted to the district inspector; almost invariably, he appointed the first on the list: representatives of the parents were given the opportunity to comment on the candidates.

This system was instituted not only for the basic school but for secondary schools too, with the proviso that only senior established teachers were eligible — the *catedráticos*, who reach this grade by taking part in a demanding national competition, the *oposición*. The new system had mixed fortunes: in many schools it contributed to the objectives of the reformers — staff-rooms were more democratic, there was more scope for individual initiative: the more



open atmosphere mattered in the difficult and somewhat stormy years between 1975 and 1980, when the Franco régime was being dismantled and at the same time the teaching force was being swelled by a huge influx of young and often militant teachers.

However, there were difficulties: elections sometimes led to the division of school staffs on party lines, and in some schools it was not easy to persuade teachers to stand for election.

In smaller secondary schools, where there might be only three or four *catedráticos* in a staff of thirty or so, this was a particular difficulty. Many inspectors believed that elected heads were too susceptible to their colleagues' views, and failed to give a strong lead, knowing that their authority was only temporary. These difficulties may have dis-

## Books take priority in British aid package

## SIERRA LEONE

A British aid package worth £1.5m has been approved in principle by school textbooks. Final details are now being hammered out between London and Freetown.

On a recent visit to London, Mr P. R. Ndomahina, Sierra Leone's Minister of Education, said this provision was an absolutely vital part of his country's plan to expand primary education.

A £13.3m loan from the World Bank would go towards building 50 classroom blocks, and 66 staff houses.

His priority was to improve primary education in the rural areas, and without housing to help attract teachers to these parts this would be impossible.

At present only 40 per cent of school-age children go to primary schools in Sierra Leone, and there is an acute shortage of qualified teachers.

Current development plans are known as the Third IDA (International Development Agency) Education Project. The first project was the building of secondary schools in Sierra Leone, and the second project equipped these schools.

Mr Ndomahina said that if he had been in charge of education at that time the development of primary education would have been put first. It was the basis for all other work.

The Minister, a former teacher training college head, spent two weeks in Britain for discussions and visits during which he addressed the Council for Education in the Commonwealth at the House of Commons.

## Wrong exposure

Sir — In common with many others in this association, are extremely concerned that so many young people are now exposed to some of the most violent and pornographic video tapes. While we fully recognize the responsibility of parents in this field, the truth is that even the most responsible of them is fighting a losing battle as long as no effective law exists in Britain — as it now does, for example, in Sweden — to control such material.

We have received a number of letters from teachers expressing their anxiety over the type of video now being watched by young, let alone teenage children. These letters are most helpful to us in our discussions with the Government and we would be most grateful for any information to give us outlining their experience of children's video viewing.

We would be extremely grateful for any help your readers can give us. Needless to say, all names and addresses would be treated in the utmost confidence.

MARY WHITEHOUSE  
National Viewers' and Listeners' Association  
Ardleigh  
Colchester  
Essex

## Nod and a wink

Sir — Have I correctly understood "Buddies lay the ground for big YTS programme"? (TES, March 18).

The construction industry will train 20,000 youngsters under the YTS. No other training courses will be offered to school leavers. Two out of five would, in any case, have been taken on as apprentices before, funding by MSC. Thus, only three are taken from the dole queue, although MSC funds all five. Two out of the five will be offered employment at the end of the year (the two who would have continued with their apprenticeships anyway) — and the dole queue youngsters will be back where they started.

An added refinement is that the electoral contractors will pre-select all of the five before taking on trainees.

The difficulties of the construction industry are understood, but can MSC demonstrate that these arrangements materially benefit in any way the young people who make up the bulk of the YTS target group — those who would never have got apprenticeships — beyond keeping them off the streets for a year?

It's all a nod and a wink — YTS does not carry promises of employment, we know — but it amounts to gross deception if young people are in any way led to believe that their employment prospects are improved by this or any similar scheme. And in any case, is this proper use of MSC funds?

LINDA LEMERLE  
Liskeard Gardens  
Blackheath  
London

Linda Lemerle  
Liskeard Gardens  
Blackheath  
London

## Taping tactics

Sir — I have just received the TES (February 4) containing Robin Buss's gratifying review of my book *Bilingual Children: Guidance for the Family and Teachers*. I am delighted that you would like to satisfy his, and perhaps readers', curiosity about how I managed to tape-record some 400 hours of my children's conversations.

Firstly, the amount of material taped may not seem quite so formidable when it is realized that it represents only about one 90 minute cassette per week over a period of little more than five years.

These recordings were made as unobtrusively as possible: indoors usually with a cassette recorder with an external microphone placed discreetly in a corner of the room and left running; outdoors with a small hand-

## Partnership and the uneasy parent

Sir — It comes as no surprise to me that the Haringey and Belfield "parent-powered" reading schemes (TES, March 11) have done little to revolutionize the educational world — though all credit to their efforts. Parents, after all — or so one is led to believe — should be regarded as a necessary evil, best kept in ignorance of all educational matters except, of course, the parlous state of the school fund.

Study of teacher/parent relationships has figured little, if at all, in the training of teachers — it was non-existent in my own PGCE year. This neglect, coupled with the diffidence felt by so many parents (myself included) in approaching teachers, does not make for easy rapport.

The Pre-School Playgroups' Association, since its origins in the early 1960s, has encouraged parents from all walks of life to become actively involved in their children's development and play, and many of these parents have gone on to act as "enablers" for other new parents.

Unhappily, there is often little opportunity for parents to continue this involvement once their children have started school. The slowly accumulated confidence in parent/child can begin to erode if the primary school makes no efforts to include parents in their children's education, and children are quick to sense their parents' uncertainties.

Parental involvement in the school life of the child — reading schemes, project work or simply coming in to look at classroom displays — can give much of value to the parent, to the child and, hopefully, to the school. It seems obvious to me, a mum at the school gate, but perhaps there will

have to be much more documented research before the flood gates open and parents are welcomed into partnership.

FELICITY BRIDGE  
The Manse  
Holme Lane  
Sutton-in-Craven  
Nr Keighley  
West Yorkshire

## Casting doubt

Sir — The reported success of the Haringey and Belfield reading projects would appear, among other consequences, to cast doubt upon the whole activity of identifying particular reading difficulties through complex diagnostic procedures — with, in some cases, the recording of failure taking up more of the teacher's time than the inculcation of success. The projects also cast doubt upon the notion that teaching reading is a specialist skill at all.



## Muslim view

Sir — Wherever and whenever there is a move or discussion about Muslims establishing a voluntary-aided school, you appear to get disturbed.

Despite three decades of ethnic minorities' habitation in this country, no effort is made to understand our point of view. Rather, there is an attempt to ensure that new arrivals integrate into the natives' culture and through it their religion which is superior to others.

Islam is depicted in books and media in the West in a ridiculous fashion. Divisions are highlighted rather than its universal fraternity. Few have so far understood that, despite deep-seated differences, there is unity of thought, and no there is unity of faith can undo that unity.

Yours is an educational journal of some standing and, yet, you are trying to side-track the Muslim cause by belittling our efforts and ridiculing our desires. At no place in your news stories do you acknowledge that Islamic schools are not going to divide the nation nor threaten the educational system or administration, any more than the Catholic and Protestant schools.

That is why the intelligentsia of

the ethnic minorities are losing faith in glamorizing slogans like "multiculturalism", "multi-racism" and "equal opportunity". These terms stand to uphold white racism and white superiority.

In the last 30 years, we have witnessed Muslim children coming out of state schools completely rootless, struggling to search for their identity and at odds with the degradation of moral values and ethical standards of Britain's permissive society.

Respect for parents, teachers, rules and law have gone with the wind. They want peace of mind but hostile environments do not provide it.

No wonder the Western youths become addicted to drugs, lawlessness, robbery and thuggery.

We want Muslim schools not because we want others to convert to our religion but to impress on our children the Islamic way of life and moral standards worth the emulation of other nations.

ABDUL SHAKOOR BORA  
Convent  
Islamic Education Movement  
5 Navestock Crescent  
Woodford Green  
Essex

## Type-cast

Sir — Mr John Friend-Fenton's letter (TES, March 11) appears to suggest that the purpose and examination requirements for course work are the same for all subjects. In the typewriting examination of my board, to which Mr Friend-Fenton refers, the final and main element of the examination approximates to the normal working situation in which a given time. Nevertheless, there are occasions for which a special presentation is required: the course work folder shows the best of which a candidate is capable when given time to correct and re-type. The time to correct for 10 per cent inclusion of this folder for 10 per cent in the scheme of the examination has an educational function relevant to the preparation of students for employment. That the board is

consulting teachers about the possible abandonment of the folder is a recognition of the fact that priorities change.

I would be grateful if you would also allow me to correct Mr Friend-Fenton's misunderstanding of the board's special consideration procedures. The board has a responsibility to record on its certificates the attainment of candidates. Special consideration procedures are designed to ensure that candidates handicapped by temporary illness or permanent disability are not thereby denied the grades which represent the level of attainment which they have achieved in each of the subjects for which they are entered for examinations.

MARY THOMPSON  
East Anglian Examination Board  
Lexden Road  
Colchester

## Northern lights

Sir — In "Southern Accents" (TES, March 18) Frank Pedley set out to find out "why able, working class pupils from the north no longer apply to Oxford and Cambridge." As sixth year tutor at one of the two Keighley schools surveyed, may I point out that this is demonstrably not the case at Greenhead. In most recent years there has been at least one applicant; last year there were seven.

The Keighley boy who "had been given no insight into what was required" cannot have attended this school, where all interested students are encouraged to talk (formally and informally) to the four Oxbridge graduates on our staff about the college and tutorial system. The headmaster, himself a Peterhouse graduate, interviews all sixth form students individually.

My strongest reaction is to the alleged "lack of teacher encouragement". Able students at Greenhead (i.e. those not already creamed off by neighbouring grammar schools) are actively encouraged to consider Oxford and Cambridge, and familiarized with the application procedures.

PAUL SPENCER  
Greenhead Upper School  
Keighley

But sadly it seems to me that many teachers, and others at education, prefer not to look at problems of failure in relation to problems of cultural meaning. Which leads me to conclude that Julia Hagedorn's suggested failure by teachers to involve parents has less to do with scarce resources and much more to do with the need to protect various educational sacred cows.

JOHN LINSIE  
33 Grasmere Avenue  
Near Green Lane  
Coventry

## Remarkable link

Sir — I should like to endorse the findings both at Haringey and Rochdale, regarding parents hearing their children read. In a less specific inquiry, involving 1,000 children in Croydon, from 1976 to 1978, I discovered the same remarkable link between children's reading attainment and parental support.

Some 87 per cent of the 100 highest achievers on a standardized reading test in a sample of children ranging from 10 to 15 years had enjoyed this advantage, but only 26 per cent of the weakest 100 had done so.

Interestingly, my results also corroborate Jenny Hewison's second observation: that an increase in teacher investment provided no corresponding improvement in reading attainment — a chilling thought in stringent economic times.

A D W OWEN  
Head of English  
Ysgol Emrys Ap Iwan  
Abergele  
Clwyd

We hold a substantial stock of previous entrance papers in a wide range of subjects, and last year a party of twelve potential applicants was taken by me to both Oxford and Cambridge to meet admissions tutors, visit colleges and talk to students.

Within school many hours of individual tuition have been given willingly by staff in their own time specifically for entrance examinations — even by the minority of teachers who are not convinced that the courses at Oxford and Cambridge are the best preparation for a career in their subject area.

I welcome the moves towards A level and matriculation offers for fourth term applicants, and the genuine efforts being made by some colleges to attract applicants from northern comprehensives, but perhaps Frank Pedley will now direct his attention to why able, working class pupils from the north are not always offered the places they want and deserve at Oxford and Cambridge.

PAUL SPENCER  
Greenhead Upper School  
Keighley

## Courses

## NON-RESIDENT AMERICAN UNIVERSITY DEGREES

It is possible — it is honestly possible — to earn good, usable Bachelor's, Master's, Doctorates, even Law Degrees from recognized American universities, without ever going to America. The time involved can be quite short, and the cost surprisingly low. May I air mail you free information, without obligation? Dr. John Bear, 8301 North Highway One, Suite 161, Mendocino, California 95460, U.S.A. (Telephone 707-937-4228).



## LETTERS

## Sad safari

Sir - I read with interest the article by Ann Stuart entitled "Respect for Animals" (TES March 18).

On the day that article appeared, a colleague and I accompanied a group of 4th year secondary pupils on an educational visit to London Zoo. The aim was to attend a talk and guided tour on wildlife conservation and the role of zoos in the preservation and conservation of animal life. At the end of the day it was interesting to note that what had started off as a visit to learn about and appreciate this important issue, had become centred around a concern about the cramped and unnatural conditions in which many of the zoo's animals were exhibited. Pupils and staff were left asking the question - "Do zoos really serve any of the interests of animals or do they simply exploit their commercial potential?"

DAVID HAWORTH  
Westwood Drive  
Frome  
Somerset

## Delegates insulted

Sir - It is a great pity that Hilary Wilce doesn't try to eradicate male chauvinism from her own article on the NUT equal opportunities conference (TES, March 11).

Firstly the headline "Sex problems" was a disgraceful focus for such an important national conference, and an insult to the delegates attending.

Secondly, I was appalled at the misleading statement "men were out". This referred to the first motion where the executive were urged to look at the needs of women members. An interesting and lengthy discussion had taken place, but the point made was that women would not be apologetic about introducing and fighting for women's issues within the union... and not as stated, "that men were out".

Thirdly and most alarmingly, Mr Wilce attempts to divide, categorize and make assumptions about the politics of the delegates by the nature of their clothes.

What on earth have dresses, suits, trousers, jumpers, shoes, petite or burly, got to do with what the delegates are saying?

I certainly did not expect an NUT national conference on such an important issue as equal opportunities to be so trivialized by such reporting.

TARA TIERNEY  
6 Carleton Gardens  
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London N19

## Uphill slog

Sir - With regard to the HMI report *Learning out of doors* I can't help but wonder what experience HMI had when they reported that hill and mountain walking was a disappointing aspect of centre activities. Most people, and certainly pupils, do not enjoy a slog up a few thousand feet of hillside but the spectacular views from the lofty summits, and a sense of achievement, soon dispel the agony.

As part of our pupils' course involves mountain walking, we tend to choose ascents which involve a fair amount of scrambling, such as Tryfan or Siabod in Snowdonia. This involves more concentration on the pupils' part and results in a more enjoyable experience.

Navigation is another aspect of our course, but only a small part, and we cannot hope to achieve a high degree of skill in the time available. So it would be useful if schools could provide a course in basic map reading skills.

KEVIN RICHARDSON  
Bryntysilio Outdoor Education  
Centre  
Llangollen  
Clwyd



## It's not such a still life

Sir - It may be that shortage of space abbreviated the intended range of Mr Willson's article "Still Life" (TES, March 11) and occasioned some distortion of fact and vagueness of prescription.

First, one is unsure of the art teaching level he is addressing. The final paragraph indicates the primary level, but the examples of both Cizek and Richardson involve children of secondary school age, and the age of self-consciousness is generally agreed to occur at secondary level.

Secondly, he appears to conflate the making of things with "the expression of feelings and subjective states" as though the two are ineluctably linked. The history of art education tells us otherwise.

Thirdly, the notion of grammars of art has been popular since the introduction of Art Academies, but exactly what constitutes a grammar has never been explained satisfactorily, and to suggest that one exists irrespective of period, nationality and the maturity of the educator is to beg the question.

What I take to be the main thrust of the article - the introduction of more verbal articulation, criticism, appreciation and aesthetic awareness above and beyond the making of things, is of course a well-established position; but in terms of accuracy it will not do to compare like with unlike to make the point.

The type of art teaching Fry was attacking, and his unproven assumptions concerning children and adults may be emotively compelling catch-

phrases, but they are not strictly transferable to present day art education. It was not the introduction of child-centred education that created an emphasis on practice alone; the teaching of drawing/art prior to this period shows a similar predilection.

One is left unclear as to whether Mr Willson is suggesting the introduction of a new and special component into the teaching of art, or whether he is asking for more verbal interaction and self-analysis within usual art teaching practice.

Marion Richardson, whom he quotes frequently, had clear ideas concerning the teacher's role. The most important part was that of "guiding the taste and aesthetic judgments" of children by encouraging them to look at and talk about the works of artists, and by critically discussing each other's work. Nobody would wish to claim that she had all the answers, but for those wishing to research her ideas and practice as an art teacher, a study of the Marion Richardson Archive would be invaluable. This is held at the address below.

JOHN SWIFT  
School of Art Education  
Birmingham Polytechnic

## For art's sake

Sir - On Mr Willson's slightly flaccid attack on art teaching (TES, March 11) here are one of two elementary remarks; given that art represents an unfathomably rich vein for the teacher, whatever is done in schools is

bound to be partial. The complete or comprehensive art curriculum does not exist, even in the imagination. In consequence, badly informed sniping at art teaching will always be possible.

With regard to Mr Willson's doubts about the value of "making things" of "expression", I can only match his assertion with one of my own. As a teacher of children whose grip, for the most part, on the sort of received bourgeois culture he attempts to outline will never be strong, I can only say that the simple act of making something, a picture, a piece of sculpture, seems to me especially valuable. If as teachers we can successfully encourage children to make objects that are in some sense expressive then we are engaged in a pursuit that we recognize intuitively as, uniquely valuable.

And this is a nettle we have to grasp as art teachers, that many of the attitudes and insights we try to foster in children are not readily testable, except intuitively. They will not yield to conventional methods of academic assessment. The universal consensus in respect of the value of subjective expression overrides such considerations. Nor can its centrality be called into question by bland remarks whose level of generality makes them on the one hand difficult to take seriously and on the other, impossible to answer.

PETE HUBY  
Norton School  
Norton/Malton  
N Yorks

## Book mark

Sir - E Peter Johnson in "School chemistry - time for a face-lift" (TES March 18) asks where is the chemistry syllabus that even mentions anaesthetics and analgesics and the Haber process. The answer is: Nuffield Chemistry.

He goes on to list five topics that ought to be in a chemistry course up to O level, including the two mentioned above and adding the manufacture of drugs, and the formulae and properties of plastics, together with a historical approach to the teaching of chemistry. All these

topics have been covered in our books at appropriate depth since the first edition appeared in 1966.

Over 100 chemists, in the teaching profession, in industry and universities wrote the contents of the Nuffield books. Well over 20,000 pupils take the special Nuffield Chemistry examination every year. It is on behalf of them that I write to ask "Where has E Peter Johnson been all this time?"

WILLIAM ANDERSON  
Publications Manager  
Nuffield-Chelsea Curriculum Trust  
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## Differing needs

Sir - What a rash and misleading letter you published under the eye-catching title "Forcing the appearance of worship" (TES, March 18). After commending "the demonstrably good sense" of the Christian Education Movement in proposing more "flexibility in the time, style and frequency of assemblies" the writer proceeds to fire a whole battery of half-truths based upon nothing but his own thinly masked preferences. May I mention but a few?

● He confidently claims to know that the legal requirements - I presume he means those relating to religious instruction and collective worship - are neither fulfilled by many schools, nor enforced by the powers that be. Since only one-

fifth of local education authorities make any systematic provision for collective information about assemblies there is no empirical basis on which any such claim can be reliably advanced or denied.

● He alleges that schools must inevitably fail to provide the minimum conditions of worship, among which he lists willingness to participate, capacity to understand, and "some feeling of (spiritual) uplift". One may wish to debate the list, particularly the somewhat strange formulation of the last condition, but it is hard to see why all schools must fail to satisfy them. In my experience success in this sphere, as in many others, is much depends on the attitude of the staff as that of the pupils.

● The writer alleges that the 1944 Education Act says that "assemblies should not be denominational." That is only half-true and misleadingly expressed. What the Act says is that collective worship in any county school shall not be denominational. Denominational worship (and teaching) in any voluntary school is protected and enjoined.

● The writer then sets the desirable characteristics of assemblies, that they should be stimulating, encouraging, socializing and uplifting (whatever that may mean), alongside "the traditional mechanical, mumbled recitation of the Lord's and other prayers", which are supposedly characteristics of worship. This polarization is, of course, another sign of the writer's imagination.

● Finally the writer accuses Dr Boyson of an apparent misunderstanding of the religious clauses of

## Joint effort

Sir - In the controversy over Church schools in Liverpool the term "Ecumenical schools" was used in the document written by Mr Dominic Brady, a Catholic. If he had read the report on joint schools by the working party of which I was a member and which was presented to the hierarchy in 1980, he might have written his document in a way which would have been more acceptable to the Catholic Church. Whether joint schools in the sense presented in the report can be effectively established in Liverpool, is another matter.

Considerable dialogue is required between the churches and it assumes that there are well established church communities in the areas which form the catchment for the schools. Joint schools ARE Church schools but belong to two churches jointly. They cater for the members of these churches and give religious instruction in accordance with these churches. The initiative must come locally and not be forced by political pressure.

Giving denominational instruction in a county school is another question. Perhaps Mr Brady is asking for a change in the Education Act in this respect.

P J ROCHFORD  
Ampleforth Abbey  
York

## Due respect

Sir - Although "Parsons and Public Schools" (TES, March 18) was of interest I must say that I found the accompanying illustration offensive, or at least, insensitive.

The drawing is economic and technically sound and... had the person been draughted without his crucifix all well and good. But to be shown absent-mindedly fingering what represents something more than human aspirations, speaks to my mind of a superficial approach to what is the subject of Christian accountability in our careers. That symbol demands great respect - especially during this time of Lent.

FERRY MART  
Terry Road  
Nether Green  
Sheffield

## Mike Greaves

Mrs M Greaves of 7, Cudcliffe Place, Bedford, is anxious to get in touch with any student who may remember Mike Greaves, who attended the Teachers Emergency schemes at Goldsmiths' College, London, before being evacuated between 1944-45.

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

## FEATURES

The reforms of special education outlined in the 1981 Education Act come into effect today, April 1. Do they represent a new deal for those children who find living and learning especially difficult or are they simply bureaucratic tinkering and doublespeak? Overleaf

## ALL SPECIAL NOW

The report on the education of the handicapped seems a long time ago. It is indeed nearly five years since its publication. Things move on, attitudes change, and what once seemed fresh and new has now come to seem, in part at least, a bit tired and jaded. It is as if one had bought a dress in 1978 and had no occasion to wear it until 1983. It is unworn, but will it do? Is it what one would have chosen now?

The freshness of the report lay mainly in its exploitation of the expression *special needs*. We liked the expression because it served our overriding purpose. We wanted above all to get away from the statutory categories of handicap which had confined special education until then. We wanted to widen the scope of any new legislation so that it would cover as many as 20 per cent of all children at school, not just the two per cent then receiving education in special schools. We wanted to ensure that educators concentrate not on what was *wrong* with children, but, positively, on what they *must* have if they were to profit from their education. Briefly, what we wanted was that all children, whatever their abilities, should get what they needed.

I believe that the fulfilment of these general aims has been brought much nearer in the past five years by a significant change in our attitudes to the handicapped. The very setting up of the committee of enquiry in 1974 was probably one of the first signs of such a change, and it has continued. No one writing a report today would need to make such heavy weather as we had to of the rights of all children, not merely to be cared for, but to be taught.

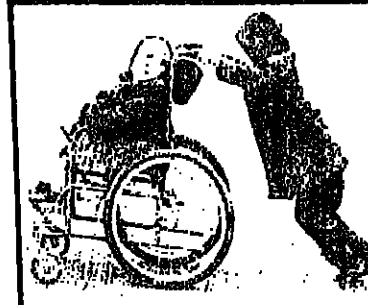
But the concept of special needs itself has not proved as rich or fruitful as we hoped.

The main reason for its newly apparent poverty lies in its definition, or rather its lack of definition. In the 1981 Act, the definition is negative. A special need is a need that cannot be met in the normal school, within the limits of normal resources. This is all right in certain fairly extreme, and therefore clear cases. If all the children in a school can get to the biology lab except one who can't because he is in a wheelchair, then what he needs is a ramp. The provision of a ramp is extra; it can be separately costed. The need is indubitably special, but once the ramp is in place the child is, as far as access to the biology lab goes, equal with his fellows. But all cases are not so clear.

Suppose a too-large class of children: some of them find the work they are given boringly easy; some, if they work hard, are capable of doing quite well; some may seem to succeed, but do not enjoy themselves, and have little interest in the goals of the lessons they attend; others cannot keep their heads above water at all, and either sit quietly thinking their own thoughts, or, in frustration and humiliation, start chucking the furniture around. Which ones have a special need? For whom are extra resources necessary? The danger is that we shall start saying that *all* their needs are special. I became disenchanted with the concept special needs when I first heard it so meaningfully extended.

Nevertheless, we have to recognize that this concept is now written into the Act. It is one of the twin pillars on which the Act is supported. The other is the principle that if possible these needs shall be met in the ordinary school. So anxious were we in 1978 to ensure that no child, whatever his disabilities, should fail to get a proper and appropriate education (not just care or therapy) that we made comparatively light of the question where he should get it. We argued, with justice, that *what* he was taught was more important than where he was taught it. But experience has shown me, what many people knew all the time, that the most crucial ques-

some of the triumphs and tribulations of those concerned with special needs and the integration of the handicapped are examined. Here Mary Warnock, one of the principal architects of the new approach, reveals that she is now disenchanted with these key concepts.



tion for an individual child may be where resources are available for the special help he needs. The official position in 1983 is that that help should be available in the ordinary school. But frequently it is not available, and a special school is where he needs to go. We cannot envisage the wholesale closing of special schools.

Can we consistently favour both integration and continued segregation?

Recently in Norway, I became acutely conscious of this kind of contradiction. The official educational policy there is for the integration of all handicapped children in normal schools. Moreover, there is a universal and strong feeling that no child should go to any except his local school "where he belongs". So when a visitor first asks about the education of the handicapped, his impression will be that all children are educated together.

And this impression is strengthened by the universal practice of mixed-ability teaching. It is contrary to the law in Norway to "set" children, at least until the age of 16. There is a presumption of complete equality within any given geographical area. However, a further look reveals that in nearly every commune in the country there are special schools, lavishly funded by public money. They are mostly schools for the deaf, the blind or the emotionally disturbed. They are not much mentioned because they are regarded as inevitable elements in educational provision.

In spite of these paradoxes in policy, I saw in Norway some extremely impressive examples of genuine integration. For instance there were Downs Syndrome children of secondary age being taught in ordinary mainstream classes by means of the skilled use of dual teaching, each teacher being jointly responsible for *all* the children in the class, neither devoting attention exclusively to the handicapped.

But two things must be said. First, this successful integration seemed, so far, the exception not the rule in Norway. We saw some unsuccessful attempts as well. Secondly, the very possibility of such integration at secondary level depends on the relaxed atmosphere

of Norwegian education, where there are few examinations, and school-leaving reports seem to be geared to the progress of the individual. But with growing unemployment, things even at Norwegian schools may become less easy-going. There is already a certain amount of complaint from parents that their children are being held back in the name of equality.

How are we in this country to regard the official coexistence of integration policy with special schools? I think that characteristically and rightly we shall end with a compromise. More children than we would have thought possible a few years ago will be accommodated in ordinary schools, especially within those local authorities bold enough to experiment and parents are already concerned about the differences between local authorities with regard to such policies. But also there are hopeful signs of a new role for special schools and the teachers in them (see for example Jane Last's article, "Call out the Flying Squad", TES March 4, which exactly embodied the ideals of the 1978 report).

However there is still a danger that pupils who in the old days would have benefited greatly from a good ESNM school may, in some local authority areas now be doomed to fail, and indeed get nothing worth calling education in an ordinary school. Here I believe that the safeguard is not money but imagination and faith. If we genuinely believe in desegregation, we cannot allow these children to be separated from their fellows, either geographically, or, just as surely, by their predetermined failure. For in a predominantly academic school system they will inevitably fail even if they are quite capable of adapting their social and practical behaviour to "normal" standards.

It is high time that we changed the curriculum so as to satisfy the needs not just of these children, but of the many others who have long been languishing in our comprehensive schools with no hope of success. If I have one regret about the 1978 report it is that we did not (could not in the time) make serious and concrete recommendations for a flexible curriculum to satisfy the needs of the most as well as the least able. Only within the framework of such new curriculum thinking could the demand that the needs of all children be met be seen as anything but empty rhetoric.

"We are already doing quite a lot on the Warnock principle," said an education officer. Officers in Cornwall started "to float the implications to the education committee" last May and are hoping for an extra £100,000. Some of this will go towards a senior administrator, an educational psychologist, and 12 teachers in ordinary schools for remedial teaching. One official commented: "We are worried about the amount of paperwork involved. The Act won't do a lot better for the children - but it will mean a lot more bureaucracy."

In the North-East, Sunderland and Northumberland are, to some extent, marking time. "We haven't developed a new service in anticipation of April 1," said a Northumberland official. "We will continue to improve what is already happening."

Sunderland is increasing its administrative and psychological staff and has sent a document to schools to encourage them to think about special needs. Any increases in spending will be considered in the next budget.

"We face a long haul because of the gap between what we aspire to do and reality," a Lincolnshire spokesman remarked. A development plan identified the gaps and the committee is planning to appoint more administrators and educational psychologists and two inspectors for special education.

As a disproportionate amount of the special education budget is spent on sending pupils outside the county (about a quarter of the budget on one-eighth of the children) the plan is to provide for them locally if possible.

"Given that we have only had the circular four weeks, we are in a bit of a panic as regards April 1; and schools might feel a bit unsupported and short of advice until we get ourselves sorted out."

## THE NEW LAW

The 1981 Education Act is the Government response to the 1978 Warnock Report, *Special Educational Needs*. Warnock's estimate was that one child in five could need special help and the Act broadens the definition of special educational need accordingly and promotes, where expedient, the integration of the handicapped.

A child now officially has "special educational needs" if he has a "learning difficulty"; that is, "a significantly greater difficulty in learning than the majority of children of his age" or a disability that hinders the use of the education generally provided in schools. Learning difficulties do not count, however, if they arise solely because a different language is spoken at home.

The Act lays on all local authorities the duty to educate as far as possible all children in ordinary schools. There are important provisos: parents views must be "taken into account" and special education in ordinary schools must be compatible with the ability to meet the child's special needs; the efficient education of other children; and the efficient use of resources.

All those responsible for children with learning difficulties in ordinary schools are, as far as is practicable, to ensure that "the child engages in the activities of the school together with children who do not have special educational needs".

For a minority of children (expected to be about two per cent) with severe difficulties and special needs which the local authority thinks it should determine for itself, rather than leave to a school, a formal assessment

has to be carried out according to the strict form and procedures laid down in the regulations. These include the necessity to consult parents as well as medical, psychological and educational experts. Parents must be informed of the proposal to assess the child, given a chance to provide their own evidence and then provided with a copy of the assessment which includes the experts' assessments as well as details of type of schooling the authority deems appropriate. Parents can request such a formal assessment and can appeal against the authority's verdict. They must also be furnished with the name of a local authority officer who will provide information.

All children the authority maintains a statutory assessment of must be reassessed some time between the ages of 12 and 14 to focus on the remainder of their school life and the child's preparation for adulthood. Authorities have a year's grace before they have to have a year's grace before they have to make formal assessments of children already receiving special education.

The majority of children with special needs will continue to be educated within the ordinary resources of their own school. Local authorities are expected to issue guidelines on the identification and assessment of needs but no deadline for this has been set. The Act also places on school governors a duty to ensure all teachers are aware of the importance of providing for special needs.

## ..and its effects

The late publication of the regulations and guidance underpinning the 1981 Education Act gave many authorities the excuse for not allocating money to implement the Act in their coming budgets.

Some, however, have a head start as they began to implement the Warnock report's recommendations immediately.

A few authorities have found themselves in the vanguard of integration just by standing still. Cornwall, for example, built few special schools as children would have had to travel long distances or board out.

What little money local authorities have earmarked seems to be going towards extra administrative staff and educational psychologists - some 70 educational psychologists jobs have been advertised in *The TES* in the last seven months. Some authorities are preparing guidance for staff and governors in ordinary schools as well as advice for parents on rights and responsibilities. Others have only just got around to briefing their education committees.

Sheffield and the Inner London Education Authority are among those best prepared and funded to meet the demands of the Act. Both have had support staff working with mainstream teachers with handicapped children in their class for several years, and they have been increasing the number of special units in ordinary schools.

Dudley, in the West Midlands, has voted to spend 45,000 for a senior assistant education officer for special educational needs more classroom helpers and extra educational psychologists to bring the ratio down to one psychologist to every 9000 pupils. "Still not very impressive," said an official. The qualifications of the staff will be improved through in-service training and secondments and the remedial service will be strengthened.

Hereford and Worcester are considering spending £25,000 on the new procedures. A working party is being set up to consider the Act and what resources need to be allocated.



## FEATURES

# SEEN BUT NOT HEARD?

Integration of deaf children in ordinary schools is well established but no less controversial, Jack Cross finds

Fifteen years ago, nobody would have thought of putting children with severe hearing difficulties into ordinary schools; traditionally deaf children have been sent to special boarding schools to be taught by a variety of hand sign systems. The 1981 Education Act clearly envisages that the process of phasing out these establishments will be accelerated and this has sent ripples of controversy throughout this special world.

"It's a move in the right direction", says Gordon Mitchell, education officer to the National Deaf Children's Society. "Parental pressure, as much as anything else, is pushing the system towards integrated schooling with, where necessary, partially hearing units attached."

"It's not even a big issue any more." He points to fully-integrated Leicester as an area which is acknowledged to be running the best-organized system in the country.

"On the contrary, Leicester is not a good model," says Suzanne Turfus, Mitchell's equivalent for the British Deaf Association. "It is a supreme example of making the child fit the provision and not the reverse." The BDA holds that schools for the deaf, whose staff and pupils can communicate effectively with each other (using sign language, speech, lipreading, sound amplification, reading, writing, mime and gesture) should be used as models of good practice, not threatened with closure.

To the layman, the area is a battlefield of warring ideologies. The BDA rhetoric, in opposing anything which might devalue or dilute the special culture of the deaf is reminiscent (and Suzanne Turfus accepts the comparison) of that of Welsh Nationalists or the Sikh minority.

Conrad Powell, who trains teachers of the deaf at Lady Spencer Churchill College (Oxford Polytechnic), says that such views represent orthodoxy among the adult deaf, most of whom went to special schools which created loyalties which still linger. They left to establish deaf communities with their own communications systems, protected, as far as possible, from outside threats.

"It is worth remembering, though, that 90 per cent of deaf children are born to hearing parents who want them to enter the same culture and speak the same language as themselves." The policy of the British Association of Teachers of the Deaf is to help such children gain "the mastery of the English language, in its spoken and written forms, with the goal of spoken English of prime importance". While, Conrad Powell believes, special schools may be needed for a minority, they will probably be those with added handicaps or have social/family reasons for seeking boarding education. Since the 1950s, an increased knowledge about language development in all children, plus technology and a new willingness in teachers to use parents as important sources of learning, have made integration into ordinary education the best option for children with impaired hearing.

St William's is a particularly smart, modern, primary school at Thorpe, on the fringe of Norwich. In the middle of the school are two of Norfolk's partially hearing units; they cater for 10 children who are brought in by parents or taxi from up to 20 miles away. Tony Hawkings, senior adviser on the subject, says that this kind of education only works where there is intensive pre-school preparation by parents and trained peripatetic staff.

At first the visitor has difficulty in identifying Naomi, Debbie and Simon, even when they're pointed out sitting in the classrooms or playing with their friends. Only the chest harness which carries the all-important radio receiver (each child has a linked microphone which is handed to the teacher at the beginning of a lesson) distinguishes them from their hearing friends.

Michael Garratt, the school's headmaster, places a lot of importance on the variety of adult contacts - with teachers, secretaries, dinner-ladies, cooks and taxi-drivers - which such children make naturally and with confidence.

It is common practice in such PHUs to integrate the staff too. The specialist teachers of the deaf take other classes and normal duties about the school. There is continuous dialogue between them and the class teachers so that the unit's work may be dovetailed into that of the rest of the school; hearing-impaired children spend from 25 to 80 per cent of their time in ordinary classes, according to their degree of impairment, intelligence and social confidence.

The unit has its own technological aids - like a BBC micro, with the unit's own programs for teaching the deaf - and Tony Hawkings is keen to make the point that the children have lost none of the supports they would have found in a special school.

Such cross-references to conventional institutions and methodologies show that the Norfolk PHUs have not gone all the way along the integration limb. Their staffs are neither "hard-line oralists" (to whom speech is all and sign language anathema) nor the kind of "deaf nationalists" represented by the British Deaf Association. These are the terms coined for the extremists by Winifred Tumin - mother of two deaf daughters, influential member of the National Deaf Children's Society and the Warnock Committee - who says that "Teachers can be intellectually myopic... professionally hooked into orthodoxies".

Like Norfolk, Cambridge, too, exercises what she calls a "tolerant pluralism". All children with impaired hearing attend units in ordinary schools where their teachers use some form of sign system and the eclectic "total communication method" which, it is hoped, may be dropped as oral competence grows.

Conrad Powell points to Leicester as the authority which "has taken the principle of integration by the scruff of the neck". The senior adviser on teaching the deaf is David Harrison. He probably fits into the "hard-line oralist" category but maintains that his policy of putting the great majority of hearing-impaired children into ordinary schools is based on experience and pragmatism and owes nothing to ideological preconceptions. "We monitor each child's progress very carefully; none have failed - all have developed."

"We are professional optimists. If you call someone deaf you produce low expectations in themselves and their parents and they don't develop their potentialities - it's a self-fulfilling prophecy."

"In Leicester we don't go in for manual signing or other special visual/oral techniques."

In fact, it's remarkable how ordinary our practices are. They depend on maintaining a good quality of linguistic environment. We tell our parents, 'Be ordinary... be natural... relax!' But David Harrison was keen that deaf children from Leicester schools should speak for themselves.

Kirsty is six, and cannot hear anything under 92 decibels ("profoundly deaf" by any standard). Nevertheless, she has followed her older sister into Stonegate College, a private kindergarten which, says Mrs Eastham, the head, "Makes few allowances for anyone." No one had any previous experience in teaching children with severe hearing difficulties but the apprehension they felt at first quickly disappeared. "Kirsty's a little monkey, with a mind of her own, but I'd be delighted to have a dozen like her."

The little girl's reading and comprehension ages match with her chronological one and, in spite of a term in which her hearing aid was out of order, she continues to make good progress. She chats easily with a bunch of visitors and tells them that she wants to learn to sing and dance so that, when she grows up, she can see herself on television.

Michelle, aged 10, has a hearing threshold of 81 decibels and her speaking ability is limited because (says David Harrison) she spent a lot of her earlier life in special schools. Now she attends the same primary school as her friends next door her vocabulary has quickly doubled. She is having her one hour-a-week meeting with Don Ward, her peripatetic deaf teacher. She tells him, and us, that she's looking forward to moving on to the big school because there they let you use the library in play-time. "I enjoy reading and Mrs Daw (my teacher) likes to listen to me." Her other interests include playing the recorder and guitar.

"Michelle will always have a limited capacity to cope with group conversations and her



preferred activities reflect that", says David Harrison. "But she is learning to live with her disability and preparing for a reasonably comfortable life-style with plenty of self-esteem."

Mandy is also profoundly deaf. Nevertheless, she is taking a BEC National Business Studies course at a further education college having obtained seven CSEs (three at Grade 1, two at 2) in the ordinary secondary school. She lipreads well and has picked up some sign language at special school and by watching television programmes. "I go to the Deaf Mission sometimes - about once a week - it's relaxing to mix with a group of deaf people who use signs."

For those who need extra support, Leicester has PHUs, attended by 32 primary children and 24 of secondary age. Half of the latter are at Garfield High School, where they are totally integrated into the school's pastoral and social life.

For academic work they have individual time-tables, according to their special needs. Melanie, for example, though she has a 100 decibel threshold, spends 90 per cent of the school day out in the ordinary classrooms, though she needs extra lessons in English. Manoo, an Asian boy with a long history of family problems to add to his deafness, is the unit most of the time. Julie is almost a non-speaker. She has spent a lot of her time in schools for the deaf and, like her parents, has been taught two manual sign systems: English is, to all intents and purposes, her third language. But she strives eagerly to convey her ideas in words, illustrating ideas with extraordinarily vivid gestures.

Harrison believes that the British Deaf Association thesis (that the deaf ought to be taught mainly in special schools) is "a bizarre idea - only tenable if you are convinced that the goal of children attaining linguistic proficiency within families and the hearing community is not achievable". He concedes, however, that to strive in this direction and fail is clearly undesirable; in such cases (and he has not encountered any) the safety net provided by the deaf community is the only alternative.

This broadly speaking, is the position taken by those who framed the 1981 Act. The recommendation about what kind of education would fit the needs of each hearing-impaired child is to be embodied in a statement, to which doctors, audiologists, educational psychologists, teachers of the deaf, and (by statute) the parents, will have contributed. Dr Scamus Hegarty, of the National Foundation for Educational Research, says there is an American axiom which they might all usefully bear in mind: "The purpose is always to seek to provide the least restrictive environment for each individual child."



## FEATURES

# United we stand



A year ago we wouldn't have chosen the kid with the snotty nose to go to Sonning Common," said Roger Kidd, "but now he's accepted just like the others."

Mr Kidd, head of Bishopwood special school near Reading, was pointing out the need for a gradual approach to integrating severely mentally handicapped children into the local primary school. And his softly-softly class has worked. Admittedly it is middle class Oxfordshire; but lessons can be learned from this bold initiative.

The children formerly classed as ESN(S) are among the least attractive of handicapped children. Many look odd and they can have distressing conditions and habits: a pathologically runny nose or curious rocking movements for example.

They need endless patience and care from teachers and classroom helpers as their progress is agonizingly slow; some need help with feeding and washing; few are totally incontinent.

Given these problems, it is not surprising that up to now such children on the whole have been confined to schools specially built, equipped and staffed for the purpose. Worse, until 1971 they were classed as "uneducable" and shut up in hospitals.

Since the education service took over from the health authorities in 1971 and every ESN(S) child was given the same right to education as ordinary children, a gradual

move has been made to get them more involved in the outside world.

Roger Kidd wants to accelerate that trend: so much so that he seems hell-bent on working himself out of a job and ridding his school of pupils.

Since he took over in 1978, he has managed to get 16 children into nearby Sonning Common primary school and 10 other children will be attending Chiltern Edge, the local comprehensive in September. Of the 70 on roll, only about 25 are in the main school building as his staff are deployed at a unit for deaf/blind pupils at a nearby hospital and a handful are taught at another hospital. No wonder an HMI described it as "a strange school".

The staff and pupils are still part of Bishopwood although they spend most of their time at the ordinary school. To keep their ties with Bishopwood, the children return every Friday afternoon for an assembly and for social events. Staff are swapped around after a year.

In January 1981, seven children aged between five and seven started at Sonning. They had their own class and mixed with the others at playtime, lunch and now for assembly and some lessons. The experiment was deemed a success, so last September a second class was set up with older pupils.

"The first group did not look very abnormal," Pauline Grady explained. She is in charge of the older class. "But in the second group some look more odd."

"We would like more mixing but we must take it slowly," said Roger Kidd. Sylvia Dickens, who has been a classroom helper for many years said, "I get the impression that we have jumped 100 years from shutting everyone away."

The Sonning Common children mix well with the children and are sometimes too protective, say the staff. "They treat some of the little girls like dolls - we have to explain that they have to learn to do things themselves."



Stuart Pitson, head of Sonning Common, said, "The improvement in the Bishopwood children has been absolutely phenomenal. Some of them who could hardly walk through the door are now bringing the class dinner register across the playground to the office, saying 'hello' and going back - it's just normal. It's a superb project."

Parents of both schools have supported the scheme, despite some initial worries by the Sonning Common staff that they might not.

Roger Kidd's main anxiety is for the very severely handicapped children who spend all their time at Bishopwood. His worries are echoed by Mike Burnham, senior adviser for special education for the county.

"Bishopwood is a worthwhile model. The snag is the children who are left behind. But we should not be negative about this and hold children back from joining the mainstream because of them," he said. Instead the authority would have to look at alternative ways of helping the severely retarded.

Roger Kidd is already planning to try to integrate some on a part-time basis and getting more mainstream children to visit Bishopwood. Several pupils from Chiltern Edge already visit the school.

The lucky ones chosen to go to Chiltern next term are already getting excited about wearing uniforms for the first time, and one boy is especially looking forward to playing football there.

# Divided we fail

Margaret Peter warns the new Act could make matters worse for some pupils with special needs and may cause friction between professionals



their child's needs and they may lack the self-confidence to question experts' decisions about school placement. The Act's offer of a "named person" to help with information and advice - but only when the statement has been served - is too little, too late.

Disagreements among professionals could take several directions. Psychologists, especially, fear conflict between their wish to advise freely on a child's needs, regardless of cost implications, and their realization that any subsequent decision about schooling seen by parents not to match that advice may land their L.E.A. employers with a lengthy appeals procedure. Friction between professionals and administrators seems inevitable.

Disagreements among teachers arising from payment of special allowances may increase. Under the Burnham Report the special schools allowance is payable to qualified teachers working full-time in classes exclusively for partially hearing, or partially sighted, pupils, whereas allowances to teachers in classes or units for children with other types of special needs are at L.E.A.'s discretion. As



Integration spawns more special classes and units in ordinary schools tension between the haves and the have-nots could grow.

These, then, are potential problems lurking behind the Act. Disagreements are not an argument against bringing in the new legislation - a good many laws prove divisive in practice when few but the rich can afford to exercise their rights - but it is an argument for assessing the dangers in advance. Risks known should be risks avoided.

Extra money from a Government which has failed almost entirely to resource the Act could provide more help for the 18 per cent, establish better support for parents, and encourage a wider distribution of special allowances - but cash is a four-letter word the present Government does not wish to hear. Where they can find the money, local authorities are recruiting extra staff, notably psychologists, to cope with the extra demands created by the Act. The worry is, however, that resources are being switched from existing or projected services for the 18 per cent in order to meet the assessments, statements and

appeals requirements of the Act.

More training for teachers in ordinary schools would also reduce the risks to the 18 per cent. The £1m allocated to special education from the Treasury grant for in-service training should enable new courses to begin in the autumn for teachers taking responsibility for children with special needs in ordinary schools. The few places available at the outset, however, will only skim the surface. Many local authorities will need to extend their own in-service training. Could parents, too, through school-based workshops, learn how to help the 18 per cent?

Monitoring the way the Act works is also an essential safeguard. Government-funded projects will look at the wider special needs group as well as the "statemented" minority but it would be valuable if L.E.A.s could monitor locally. Both national and local professional and parent bodies will need to act as watchdogs and to help parents through the morass of assessments, statements and appeals, acting more in the spirit of the Warnock proposals for a named person than the emasculated version written into the Act.

Mutual support among professionals will also be crucial. Teachers and psychologists, for instance, may need firm backing if they are to fulfil the Act's intention that their advice should not be swayed by consideration of eventual school placement (£35 in Circular 1/83), despite any pressures to the contrary. Like Brighton pier the Act, in laying the basis for a more sensitive response to children's special needs, is good as far as it goes. But its polarizing tendencies must be avoided. It would be ironic if legislation which aims to promote integration and lessen divisiveness turned out to create schisms instead.

Margaret Peter is editor of Special Education, forward trends published by the National Council for Special Education.



## TALKBACK



## Home improvement

BERNARD EMBLEM

Julia Hagedorn's "All quiet on the home front" (TES March 11) highlights the fact that, despite evidence in Haringey and Rochdale of favourable results when parents are encouraged to help their children learn to read at home, few schools have adopted similar schemes.

Parental involvement programmes have suggested that parents' attitudes are crucial factors in early reading development, that these attitudes can become more positive if parents are made to feel involved in their children's reading, and that improved classroom performance is not confined to better reading scores.

My interpretation of the Haringey and Rochdale results is that attitudes, not reading skills, are the central issue. This may be why so few schools have implemented similar schemes.

The implication is that parental attitudes to reading have been improved through these schemes, but little has been said of the improvement in the attitudes of the schools.

How have 10 minutes (Haringey), or 20 minutes (Rochdale) a night reading to parents improved attitudes? Parents have changed because they have been approached on equal terms, probably for the first time, and have been given responsibility in a high-status teaching skill. Teachers have changed because they have been obliged, or allowed, to shed some of the mystique surrounding schools, teaching, and

reading in particular.

Children, who begin their school career with few expectations, but quickly sense atmospheres and adult attitudes, are introduced to reading as an activity which takes place at home and at school. Most of their learning has taken place at home; reading-at-home schemes show them that learning for the over-fives is not suddenly something which only happens at school.

The concentration on reading as the activity which links home and school has masked the wider implications of these schemes. Despite the attention given to the parental involvement schemes, most parents do already help their children learn to read - the Newson's 1977 research suggested that 80 per cent of parents do so.

What is special about these schemes is that schools have changed their attitudes, and actively sought parental involvement in their children's education. In Haringey and Rochdale, schools welcomed parents into school, and involved teachers or researchers in regular home visits, thus raising parental status.

Jenny Hewison, writing in *The TES* of January 16, 1981, spoke of social factors acting as barriers to school progress, and suggested that attempting to remove these barriers was perhaps a better tactic than concentrating on teaching methods or pupil-teacher ratios.

This wider interpretation of reading-at-home schemes gives a clue to why the practice has not become more widespread, despite the success of these pilot schemes. Schools, reluctant to risk losing their independence, frequently see parental involvement as a threat.

Bernard Emblem is deputy head at Firwood School, Bolton.

John Eggleston's article, "Ethnic naivety" (TES, March 11) is timely in view of recent cuts in teacher education and the recent HMI report *Teaching in Schools*, which recognized that many probationary teachers felt inadequately prepared for work with children from ethnic minority groups. He urges teacher trainers, with regard to multicultural education, to "avoid premature emphases on difficulty, differentiation and disadvantage especially when they are presented in a theoretical way that seems unrelated to the classroom".

Since 1973, when the College of St Mark and St John moved to its "white highlands" on the outskirts of Plymouth, it has maintained an Urban Studies Centre in Tower Hamlets, and opened a second centre in Newham in 1979, in order to provide a three-month residential course for BED and PGCE students. These courses enable students not only to experience a teaching practice in a multicultural environment, but also to live and work in the area of their teaching school.

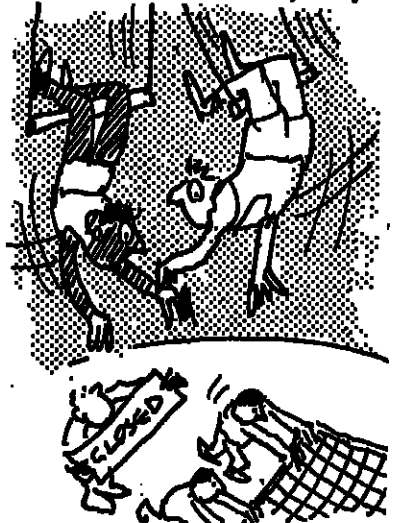
Further, this kind of teaching experience enables students to spend the equivalent of three days per week in school and two days on a community project; youth club, community centre, adventure playground, adult literacy training programme, legal centre, tenants association, unemployed project, and the like. The nature of the work is varied, participant observation, teaching on a 1:1 basis, both in and

## Multicultural penalties

JEAN ANDERSON

out of school, organizing activities, and not least, talking - with other professionals, with volunteer workers, with kids, with mums, with dads in pubs.

The courses are backed with seminars and workshops put on by the centre staff and people who work in the area. Not only Marjon



students, but others, most notably from St Martin's Lancaster, make take courses at the centres. So far, more than 500 students have passed through the centre, and it is interesting to note that of last year's students, 100 per cent secured employment, many in multicultural environments.

The irony is that as part of the last round of cuts, in spite of being commended by HMI's external moderators, and local authorities involved in the work of bringing theory and practice together in a realistic operation, the college lost all its PGCE secondary work from 1983 and had its BED secondary work severely reduced.

John Eggleston rightly sounds a warning note about the latest multicultural "trends" in teacher education courses. But it is hard to be penalized elsewhere in the system for trying to get it right!

A recently qualified teacher sums up the courses: "Without doubt, these experiences helped me no end when I began teaching. Any reputation East End schools had with me were dispelled. It brought home to me that the classes I taught were not an 'educable commodity' but a group of individual children who had homes, parents, and individual personalities." Isn't this what teacher education courses should be trying to achieve?

John Anderson is Urban Studies Liaison Tutor at the College of St Mark and St John.

## Waving the stick

JOYCE FAIRBURN

The Talbot Lampton School for Conductors and Accompanists should perhaps more accurately have the word "choral" inserted in the title.

It was originally called the Rural Conductors' School and owes its being to two dedicated women, Kathleen Talbot in Hertfordshire, and Gertrude Lampton in Sussex.

Both keen musicians, they saw in the early 1930s, at competitive fes-

tivals such as Leith Hill, Petersfield and Berkhamstead, what high standards village choirs could reach but also what lamentable weaknesses were displayed by some of their conductors.

So in February 1933, Miss Talbot took the plunge and organized a weekend residential school of conducting in her large house at Little Gaddesden. That was the beginning. The experiment was so successful that a more ambitious school was held the following November in London and, except for a break in the war years, there has been an annual school ever since.

The aim is still to provide professional tuition and advice to amateur conductors, accompanists and singers, encouraging the highest possi-

ble attainments in their music in an informal and friendly atmosphere.

The school enjoys the support of the Arts Council of Great Britain and grants from certain trusts and legacies but the dwindling number of students, especially younger ones and men, casts a cloud over the future. Tuition at all levels, from the beginner to the more advanced student, including aural training, stick technique and discussion of the various aspects of choir training.

The 42nd annual school will be held from September 1 to 4, 1983, at Avery Hill College, Eltham, London SE9. The brochure is now available from the honorary secretary, Joyce Fairburn, Upcroft, Highfield Road, Sidlesham, Chichester, PO20 7NB.

## Useless applications

MARTIN BAKER

I am admissions tutor on the humanities degree at Bristol Polytechnic, having dealt already this year with more than 1,100 applications. I have been very struck in the course of this Herculean labour by the extraordinary degree of irrelevance in applicants' supporting letters about themselves. I wonder if there are simple ways in which schools and colleges could advise their students on what are appropriate things to put, to help people in my situation to make fair and sensible judgments.

In the first place, probably more than half the applicants spend a high proportion of their time telling me what a good course it is that we offer. Well, I know that. I appreciate the flattery but, apart from attesting to their good taste, I've not learnt much. Then, the bulk of them tell me that they find the course "interesting", and that they "would like to study there". This is good news, obviously, but useless.

I do pay a great deal of attention to applicants' comments about themselves, among other things, because they can be a guide to their interests and motivation. The trouble is that after wading through this river of near-truisms I find I develop a penchant for the eccentric, wayward or witty letter. An obsession with Chinese food takes on gourmet qualities; the person who told me she'd had an interesting part-time job in a local undertakers and enjoyed burying friends, had clearly done her spadework; and so on.

Would it be so very difficult for schools to give guidance that applicants should talk about why they are motivated to pursue courses? This does not mean that they have to fit some model image in my brain, because I have always hoped for diversity among our students. I would like to hear applicants talk about one or two specific things they have read, or thought about, which they want to be able to study further. The issues to which they seek answers, and why therefore they have chosen our kind of course.

I am curious to know whether this is a universal feature of application forms for higher education, or whether I am speaking from local experience only. Do intending maths, biology and English undergraduates all fall into the same trap? If they do, then I feel that a general responsibility must fall on schools to guide the way application forms are filled in. Would it not be possible, for example, for careers teachers to hold a few sample model letters, one or two crumbly awful ones, and the couple of dull, worthy ones, and the odd specimen of an interesting and informative letter? These could be used pretty simply to show the differences.

If in fact it is more specific to certain kinds of courses, that deserves investigation and, perhaps, a different kind of solution. I would be interested to hear from other admissions tutors, and to know of any previous work or research on this.



John Griffin teaches in Haringey.

## REVIEW

## The professionalization of history

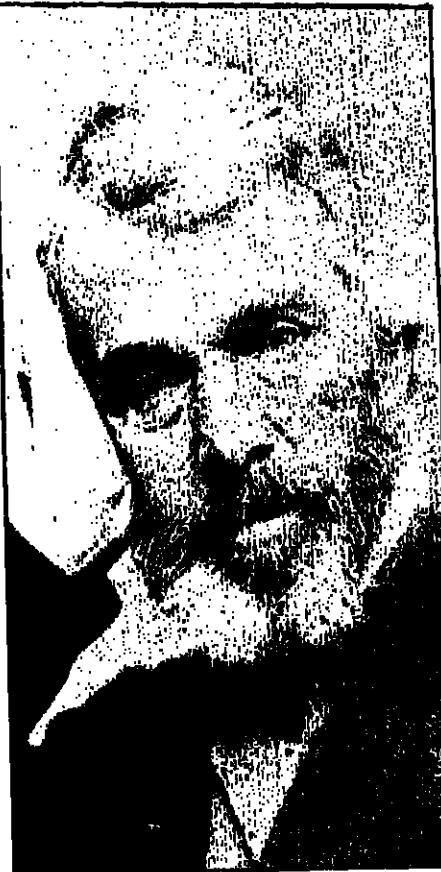
Gillian Peele reviews a review of Britain's historians

*The History Menu: the historical profession in England since the Renaissance.* By John Kenyon. Widenfeld and Nicolson. £16.50. 0 297 78081 6.

English historians have an aversion to general theories and to prolonged agonizing about the status or nature of the explanations which they themselves offer. Nor, unlike their transatlantic brethren, are they notably enthusiastic about the insights or methodological innovations which can be gleaned from other disciplines such as anthropology, sociology or political science. And, as for the grand and sweeping visions of world history found in the work of men such as Arnold Toynbee or the brilliant reconstructions of social and material life exhibited in the work of a Fernand Braudel, they are greeted with an amused and quiet scepticism reserved for "foreign" eccentricities.

This book by John Kenyon examines the major figures in the development of historical studies in this country (one hesitates to say historical discipline given the idiosyncratic attributes of many of the authors covered here) and is itself in many ways a model both of what is good and of what is disconcerting about contemporary historical scholarship. Thus it displays an impressive degree of learning and is written in a manner which combines a mastery of the subject with a nicely controlled wit and a sober sense of proportion. What is not clear, however, is whether the author himself really relishes historical controversy much less debate about the relationship between the social sciences and history. It may well be that "the inferior scholars who had to be drafted in to meet student demand" for sociology in the 1960s "were no credit to the discipline in the cold light of the 1970s"; but it would perhaps have been more helpful to have had the author's considered views on the extent to which sociology and history can learn from each other. Similarly, while it would be reassuring if "historical method" were a "main bulwark" against Marxism, the student who wishes to know why will hardly find the answer in Professor Kenyon's writing. Such asides should not however be allowed to detract from the main merit of the book which constitutes an imaginative and enjoyable investigation into the assumptions and peculiarities of the chroniclers of this country's past.

The early parts of Professor Kenyon's book bring out the extent to which history, so far



Thomas Carlyle

from being an autonomous subject, was a tool to be used by those engaged in other pursuits. On the one hand there were those who 'wanted to press historical scholarship into the service of moral philosophy - for what Bolingbroke called "the constant improvement in private and public virtue" (Voltaire believed Bolingbroke to be a man of genius but it seems from Professor Kenyon's rather dismissive treatment of him that the Frenchman was mistaken). On the other hand there was the use made by practising politicians of history for their own partisan causes. Here as one would expect, Professor Kenyon is extremely interesting as the Whig and Tory views of the constitution and their effects are discussed with admirable clarity. Macaulay, of course, in some ways constitutes the high point of committed Victorian historical writing but, as Professor Kenyon emphasizes, Macaulay's methods and style were open to severe criticism. For Ranke, the German historian



Lord Acton

whose method eschewed evaluation in favour of the plain sources speaking for themselves, Macaulay was hopelessly judgmental. For Acton, the problem with Macaulay was that he had never "mastered the real point at issue between the Whigs and all other parties". Lord Acton himself receives a substantial amount of attention in Professor Kenyon's book, although sadly the author has to admit that this "last of great Victorian seers" had published sufficiently little that he would not have been raised to a senior lectureship in a modern university. Random reading and card indexes seem to have been Acton's strength and Mary Gladstone dubbed Acton's projected "History of Liberty" his "Madonna of the Future". Yet distasteful though Acton's failure to deliver the goods is, one may look around even a University like Oxford and ask how many such figures of prospective rather than proven learning exist and how far the

failure to publish is actually an impediment to academic achievement.

Professor Kenyon's examination of the historical profession has a notably English bias. But he is aware that within the history of the British Isles there is a specifically Scottish dimension. Carlyle is, for example, described as "Scotland's last great gift to English history". But in his description of Carlyle's work, perhaps, we discover the true character of Professor Kenyon's sentiments and underneath the general bias of English historiography. Carlyle is presented by the author as a distinctly vulgar and unordered author who chose distinctly vulgar and unordered events - such as the French Revolution - as his subject matter. Quoting from Carlyle's *The French Revolution* leads Professor Kenyon to comment that the author's account of the "agonies of the Terror itself engendered an excitement verging on the unhealthy"; and Kenyon's criticism of the "strange syntax and stranger punctuation" raises the question of whether Carlyle's dyspepsia medicines "contained more than we know" - given the quality of prose generated by American hippies writing under the influence of drugs rather than brandy in the senior common rooms of Oxford and Cambridge.

The process of professionalizing history in the universities in the nineteenth century is well described here as is the influence of Stubbs who, while very much a Victorian Tory churchman, managed as Regius Professor of History at Oxford to create in the University a climate of serious scholarship which long outlived his tenure of the chair.

When Professor Kenyon passes from the nineteenth century to the twentieth his touch is less secure not, one suspects, because he knows less about it but because his natural delicacy makes him even more unwilling to take sides or venture too strong an opinion. For example, on the Trevor-Roper attack upon Lawrence Stone, than he would have on Queen Elizabeth's support of the "Ancient Constitution". Regrettably, when he gets to Namier - presumably no mean figure in Professor Kenyon's view - there is again a reluctance to be critical. But none of this should be taken as a serious or profound reservation about the book as a whole. It is delightful to read and a powerful stimulant to reflection about quite why modern historians, despite their erudition, are just a little too complacent about the position of their subject. Every person contemplating reading history at university should read it; and every person teaching history should reflect on it.

In the Schools' Council, have wonderful teachers and specialists churning out textbook after textbook, but if the school can't buy them it all goes for nothing".

It's a frightening argument, a description of a situation familiar to every head of department - and more than familiar to some. The problem is certainly not confined to modern languages; in many ways as part of the mainstream "core curriculum" they are well placed. The most striking illustrations of what is happening and has already happened come, according to Barbanneau, in "fringe" and specialist subjects. Remedial and - where they exist - multi-cultural studies departments have been especially hard hit.

Jean-Luc Barbanneau reached up to a bookshelf and took down another book: *Bluefoot Traveller*, James Barry's anthology of poetry written by West Indians in Britain.

"All right, cards on the table", he said. "Facts and figures. This book appeared in 1981. We knew there was a need for it - teachers had asked for it - and it was very well reviewed... but in its first year it sold less than a thousand copies. How many of that when you consider there are 8,000 secondary schools in the country? Teachers want these books, need them if they are to do something constructive in the classroom, but they just can't afford to buy them. It's as simple as that."

"Have I started a hare?" said Barbanneau as I left his office clutching a copy of *Bluefoot Traveller*. ("You might as well take it!") "I hope not, I don't know what the solution is, but I do feel strongly about this, and not just as a publisher either. I used to be a teacher too."

## Announcements



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# Scene from Japan

Treasures from a Golden Age  
Japanese Cinema 1930-1950, at the  
NFT.

Japanese cinema did not start with *The Seven Samurai* (any more than Swedish cinema with *The Seventh Seal*), yet to Western audiences the golden age represented in the current season at the National Film Theatre is virtually unknown. More than half the films represented have never been seen here before and the season is therefore a unique opportunity to assess the work of its leading directors, Naruse, Goshō and Shimizu, as well as the cultural and cinematographic background to the more familiar masterpieces of Kurosawa and Ozu.

The militaristic climate of the thirties hardly seems a propitious environment for great cinema, but one of the fascinating aspects of these films, as John Gillett points out in his introduction to them, is the way in which the war genre could be subverted away from strictly militaristic ideals. Even Yamamoto, known chiefly for his propaganda films of the forties, appears in a quite different light in *Composition Class* (April 23), the charming story of working-class life woven around the school essays of an adolescent girl. Though hardly a masterpiece, it is a delightful and touching film, reminiscent of Donskoy's *Childhood of Maxim Gorky*, and significant both for its social realism and for its narrative viewpoint which centres on the women of the family. This, and the other Yamamoto film *Horse* (April 25), are also interesting because they represent the film debut of Kurosawa who worked on them as assistant director.

A similar view of working-class life, from the male standpoint, is given in Naruse's *The Whole Family*



Kajiro Yamamoto: 'Composition Class', 1938.

*Works* (April 20), though avoiding Yamamoto's somewhat trite solution to the problem of escape from family and economic pressures. Like *Composition Class*, it makes splendid use of the interior space of the Japanese house for framing and for describing the coming and going of the family members, their meeting around the table or the concurrent activities of children and adults. The season opens with another film by Naruse, *Wife, Be Like a Rose!* (April 6), which is also remarkable for its exploitation of interiors.

It is this contribution to the language of cinema that is the most obvious achievement of Japanese directors during this period. Shimizu's *A Star Athlete* (April 8) consists of a series of loosely-linked and sometimes confusing vignettes about a route march by a party of student cadets, adding up, despite the touches of humour, to a sharp reminder of the individual's duty to keep in step with the group. But it opens on a series of dissolving frames and "concertina" shots (where the camera cuts in to feature a figure or group from the centre of the preceding frame), leading to an extraordinary sequence of travelling shots as we follow the students and those they meet along the road, which build up to a climax as they charge through a shallow river. The effect of this is, oddly enough, not

to emphasize the cohesion and power of the marching students, though that is signified by the repeated shots of them, but, in its playful reminder of the camera's presence, to distance the spectator from what is happening on the screen.

Shimizu is represented by four films, including *Four Seasons of Children* (April 9) and *Children of the Beehive* (April 30), the latter with actors from the orphan's home which he founded after the war. Like Goshō, he uses techniques learned from foreign cinema and adapts them to purely Japanese ends. I am sure that, with most Western spectators, I miss a good deal through ignorance of the social and cultural background to the Japanese cinema. What surprises me, every time I see a Japanese film, is the extent to which the camera can bypass these barriers to understanding and reveal its universality as a means of expression.

Some films from the series will be shown in Cardiff during April and in Nottingham, Newcastle and Edinburgh in May. Serious students who want further background to the Japanese cinema of this period will find it in Noël Burch's *To the Distant Observer: Form and Meaning in the Japanese Cinema* (Scholar Press, 1979).

Robin Buss

# Literary competition

Competition No 37. Report by  
Seyla.

We asked you for extracts from *The Lineaments of the Long Distance Runner* by Dickens or Hardy, or Silhouette's version of *Great Expectations* or *The Mayor of Casterbridge*. You found Silhouette's style by far most difficult to reproduce. Many of you overdid his colloquialisms. Smith's conversation is not all that ungrammatical, eg "I've got witnesses," I said to him. "Mam, for one. Her fancy man, for two. Ain't that enough? I can get you a dozen more, or 13 altogether. If it was a baker's that got robbed." P W R: Foot came nearest to Smith's cockiness and humour. £8 to him. No one tried his hand at Silhouette's *Mayor of Casterbridge*. I had hoped for a version of the wife auction or the skinship-tide.

With Dickens and Hardy you were on more familiar ground. I preferred the versions which retained the Silhouette names (or used no names at all) and who kept strictly to the story. Using Dickens or Hardy names (Mr Crook or Pansy for instance), even if they were in a similar situation to Smith and the Governor, seemed to me to confuse the issue. By far the best entries were from Bill Greenwell (E10) and Andrew McEvoy (E9) who both managed the strength — and the awkwardness — of Hardy's style. It was difficult to choose the best. Dickens: Many of you, notably Hazel Stanley, reproduced his style impeccably, but were rather unadventurous. In the end I chose the exaggerated and rollicking parody of E J Elwin (E8).

Along the path ran a young boy. Had an observer been present, he might have remarked upon the pal-

lid candour of the boy's face, which had about it that muddy white of a February sky. Yet this paleness was demonstrably overlaid with a film which, as the dew alters the hue of grass, lent his countenance a more subtle particularity. At the outer edges of his thin, empurpled lips, a crooked smile evinced to the onlooker a quiet defiance, of the kind that we may delineate as somewhere between the saturnine and the sardonic. Moreover, he had plainly exercised his sinews for no little distance, and through his teeth there whistled not only the incoherent tune of his breath but the faint, almost indistinguishable shape of words. When one of life's acolytes mutters in such a singularly indistinct fashion, we may safely wager that he harbours some hidden grievance.

Bill Greenwell

Considering again the long concatenation of casualty that had carried him to this hour, he thought it probable that there presided over his fortune some malign puppet-master, whose sardonic pleasure it was to twitch the strings in a manner the most injurious to his hearer's ease. The sheer fortuity of the deluge that had extruded the stolen bank-notes through the bottom of the draughtpipe at the very moment when the policeman stood at the door, had been but the culmination of a predestined doom. Now, for once, he would — however perversely, in the blighting of incipient triumph — decree his own fate. Halting suddenly from a full riding stride, he let the pampered sons of gentlemen he so despised surge past him towards the tape. Even the sight of the shills swiftly stricken from the Governor's countenance sufficed him with satisfaction.

Andrew McEvoy

A pot-hunter, this governor, silver prize golfing pots on a shelf, silver prize shooting pots on the mantle-

"I hope you're not lying, you young bopper," Sis said, when thankful she hadn't discovered the nickings I told her I'd been singing carols. "Christ! If only I had the time to sing bloody carols," she said. She was in one of her black, black-smith-misus moods. "Don't forget! Come!" It was always the same bunch at Christmas, with fish-face Uncle Pumblechook out in front. When he dribbled a mention of the pie I knew the game was up. Sis went to fetch it and then shouted: "Some bleeder's pinched it!" In a panic I ran to the door — bang into a sergeant. Stone me, and half the British army too, it seemed! The sergeant with a gravestone face dangled a pair of handcuffs, and showing his nicotine teeth, said "Gotcha!"

E J Elwin

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P W R Foot

Competition No 38. Set by Chary-bell. All Fools Day. Please supply (in up to 16 lines) a piece of verse castigating what you deem the most egregious foibles and prodigious follies of 1983. Closing date: April 20.

# Tyneside Bard

Over the past seven years the Royal Shakespeare Company has built up an extraordinarily warm relationship with the community of its third home base in Newcastle upon Tyne. This week sees the conclusion of a glittering season during which a total of ten Stratford productions made the journey north to play to packed houses before moving to London for the 1983 Barbican season.

In tandem with the main Newcastle season has grown an RSC tradition of educational work, mainly in the form of visits to schools by company members, and the recent appointment of Tony Hill as education administrator heralds the possible further expansion of such work. As in previous years, actors and directors visited schools in the Tyne and Wear region to hold practical demonstrations and general question and answer sessions. However, a new dimension was added to the work with the introduction of a "mini-festival" at Newcastle's Gulbenkian Studio, to which groups were invited for workshops, open discussions with directors, actors, and writers, as well as to attend open rehearsals and performances of new plays.

A lively workshop workshop conducted by Cicely Berry, the RSC's voice tutor, was received with enthusiasm, despite one or two problems presented by the theatre environment, which proved slightly inhibiting. Adrian Noble, director of this year's controversial *King Lear*,

and of an acclaimed production of *Antony and Cleopatra*, conducted workshops on both plays. *King Lear* was the better of the two, as Mr Noble and a trio of actors experimented with short scenes from the play, magically rendering a cession of sharply contrasting interpretations of each one. With *Antony and Cleopatra*, the audience of clutching sixth-formers seemed to intimidate him, and the encounter turned safely into an analysis of text.

Terry Hands, the RSC's joint artistic director, clarified the company's position on its education policy. "We don't push, but we are available," he commented. "We are a TIE group. We hope we can be of use to other people within the framework of their own plans. However, we were able to agree with the call for removing Shakespeare from the examination syllabus, his examinations being to the examination and not the teaching of Shakespeare."

The ovation which greeted the opening night of his production of *Much Ado About Nothing* at Newcastle's Theatre Royal was of the kind more often reserved these days for an Andrew Lloyd Webber musical, or a chart-topping pop group. Shakespeare is alive and well and living on Tyneside.

Brian Starmar-Hugh

# Streamed drama

The fifth annual conference of the National Association for the Teaching of Drama — the largest (and still growing) association in the field — took place at Bradford University last weekend. There were a hundred delegates from home and abroad and eight tutors. The Northern gods did not come down this time, although sacred texts lay around. The subject was Teaching in Role, a revolutionary departure for some, old hat to others, but of contemporary relevance to all. The approach was severely practical: delegates were asked to select themselves for one of four options, one concentrating on more specialized work and the last on work in a special school.

The weekend was organized so that delegates met members of other groups officially only at the beginning and at the end, except for a visit to the Theatre in the Mill to see Leeds TIE team perform their excellent *RAJ*. On Friday evening, instead of the conventional lecture,

a communal viewing of *Take Two* was interrupted by "persons in role" ostensibly from the MSC challenging us in our groups to justify the work seen in the film. The idea of beginning with direct experience of the conference topic was sound enough, but unfortunately the parameters of the exercise were not made clear and an unscheduled lesson was learned. I asked why, with drama so often sold as suitable for mixed ability classes, NATD so heavily steamed its conference: I was told there were Esoteric Practices with which only the initiated could cope. The bottom stream to which I belonged was well served, though, and the degree of individual participation was much higher than a discussion group could have managed. In this we were probably typical.

Commitment to offering a course rather than a conference meant that the delegates wanted a few days more, an encouraging outcome for the organizers.

Alan England

# Liverpool mix

Our Day Out.  
Everyman Theatre, Liverpool April 8 - May 7.

When the stage premiere of Willy Russell's 1977 television play *Our Day Out* opens at Liverpool's Everyman Theatre, it will be the second Russell musical this year on Merseyside. Already set to rival the Playhouse's *Blood Brothers* in popularity, the cooperation of the Everyman with its own Youth Theatre will add an extra dimension.

There is nothing new in theatres using groups of young people in repertory plays, but the two alternating casts of 16 represent a close relationship that the theatre claims is a unique collaboration between a professional cast and a youth theatre. All decisions on the production are being shared between the Everyman's director Bob Eaton and Youth Theatre Organizer Kate Rowland and her colleagues. Youth Theatre members are also working alongside production staff in design, lighting and publicity. Eaton is impressed by the Youth

Theatre's discipline and sense of responsibility. Their improvisation yields lively material no writer could match and which Eaton thinks even Mike Leigh would be stretched to equal. *Our Day Out* will include some of this. Like Eaton, Kate Rowland acknowledges the importance of drama in schools. The Youth Theatre is, she says, a youth club devoted to drama and its members contribute their own robust and considered approach.

Vitor McGuire, who is in his first Equity season with the company, was until four months ago a member of the Youth Theatre and will be acting with some of his former associates. He is therefore in a good position to assess the partnership. The co-production has given back the raw energy he feels he had lost losing with professional refinement. The young people profit, he says, from the adults' discipline and experience with scripts. (Unlike the National Youth Theatre, there is no scripted work here.)

Timothy Ramsden

# Old, new and borrowed

The Comedy of Errors. Epsom College. The Servant of Two Masters. Tiffin Girls' School, Richmond. Borden Grammar School, Slough. Kent. Once Upon a Child. Bullers Wood School, Chislehurst, Kent.

"Something old, something new, something borrowed, something blue..." Well, perhaps not blue, although that may only be a matter of time. Term by term the search for the something different for the school play gets more desperate, with the most unexpected plays coming up trumps. *The Comedy of Errors*, given an airing at Epsom College last week, is a good example. No one can pretend it's one of Shakespeare's best, but the sunny comedy gives a lot of opportunities to an imaginative director. Trevor Nunn's revolutionary musical treatment for the RSC is still talked about. Though it did have a brass band, Stephen Oliver's production at Epsom College was quite different but equally challenging. Set in a square in a very contemporary style — there were Campari

apologues and American Express tickets on the cafe window — it lasted no time in getting down to business. The Dromios and Antipholises dashed in and out as if they were playing a West End farce. Epsom tourists popped up with Polaroid cameras to add to the confusion, and the whole glorious confusion was over in a little under an hour and a half. Just as it should be. Quite as much fun, thanks to the inspired clowning of Andrianna Maimaris in the title role, was the Tiffin Girls' School's production of *The Servant of Two Masters*. Though still faithful to Goldoni's original and the eighteenth-century

commedia del' arte conventions from which it grew, the new translation (by Rosalind and Tom Aitken) was racy and free enough for the audience to view the play with fresh eyes. The ever-hungry, free-booting servant of the title had a good line in asides ("Here's a pretty kettle of fish!"), a couple of flunkeys banded words with an off-stage jazz band whenever they got the chance, and most entertaining of all, a couple more servants paraded across the stage with a board saying PLOT SUMMARY when ever their titled betters so much as mentioned the impossibly convoluted story. That wasn't very often; *The Servant of Two Masters* is little more than a delightful, nonsensical romp — and Tiffin's stylish, sumptuously-costumed production succeeded so well purely because everyone concerned had recognized the fact.

Unexpectedly it was a couple of musicals which supplied the reality and verisimilitude that *The Comedy of Errors* and *The Servant of Two Masters* so notably lack. Maybe that was coincidental, maybe it had something to do with the fact that they were both new, home-grown productions.

*Embers*, conceived and written by a couple of members of staff at Borden Grammar School, Slough, had odd, unexpected echoes of *Salad Days* as well as more than occasional references to *Cinderella*. (A programme note also hinted at similarities to eighteenth-century ballad opera and the works of Bertolt Brecht and Kurt Weill, but these were not so apparent.) Despite its high-tech style — no set, microphones galore, a powerful rock band and back-projected slides — it was still essentially a chamber musical. He (none of the characters had a proper name) in a vee-necked short-sleeved sweater met She, little

Miss 50s in a sensible raincoat; they fell in love and had the time of their life. Not at the local Young Conservative whist-drive as we might have imagined, but in a seedy disco where they had to suffer the litters and derision of purple-haired punks as well as the attentions of a patronizing DJ.

It was a low-key story, intended as such and basically very well played; predictable when the characters spoke since the narration had all the clichés of women's magazine fiction, but exciting and relevant when they bawled such songs as "What Do You Do If You Fail To Score". Happily, there was a lot of bawling.

With just six principals and a total cast of only 19, *Embers* faded into insignificance as a group enterprise in comparison with *Once Upon a Child*, a new musical review by Brian Wright and Roger Wade produced by Bullers Wood School, Chislehurst. Three hundred girls and a twelve-piece orchestra were involved in this ambitious production which told the story of one family over the last two hundred years. But what started off as just a bright, happy musical with a May Dance and a knees-up music hall scene acquired additional depth and purpose in the second half. In the present day scenes (there was an epilogue set in 2033) a chorus of YOPs sang a song called "We Don't Wanna Know" which left no one in any doubt about the company's political allegiance: "Top. YOPs. What a waste of money." Bright, brave and brave-breath-taking in scale, *Once Upon a Child* can only be called a stunning success, thanks largely to a very professional score. No one who saw it will need any prompting to go out and buy the accompanying original cast album.

Hugh David

# Science and power

The Physicists. By Friedrich Dürrenmatt.  
Bailey Grammar School.

*The Physicists*, a play that has fallen out of fashion since its 1962 premiere, offers a substantial challenge to its director and cast. It is to the credit of the students of Bailey Grammar School and their producer, David Howson, that they should carry off this daunting task with such aplomb. The crux of the play lies in the long debate in the second half between three physicists confined in a psychiatric institution. Two of them are pretending to be mad, adopting the guises of Einstein and Newton, so as to spy on the third, who is Mobius, who has chosen to simulate madness in order to escape from the corruption of his discoveries by politics.

The revelation that all three are sane allows a prolonged discussion about the relationships between knowledge and responsibility, science and power. Clearly such a debate relies on dense verbal argu-

ment, with the danger that the play's theatricality will be submerged. The three young actors playing the scientists successfully avoided this principally because they seemed to understand and care about the issues that lie at the heart of the argument. With the shadow of the current nuclear debate lying across the play, the production clearly focused on the central themes, concentrating the audience's attention.

Simon Gibson as Newton and Stephen Brown as Einstein provided neat touches of humour and irony as they circled around Mobius, played with great energy by Lawrence Whitaker. The large cast, varying widely in age, gave the whole production a benefit greatly from the imaginative music score, based around synthesized keyboards and provided by Peter and David Catley and Edmund Dargan. The school can be proud of the level of success reached in tackling such an ambitious production.

Graham Devlin

# Goodspell

Goodspell.  
Houghton Regis Upper School.

A successful school production is seldom a one-off event but usually occurs where there is tradition of dramatic performance. Since 1976 Houghton Regis have specialized in musicals, three of them original, and the experience showed in their confident and convincing performance of *Goodspell*. The group involved, nearly 50 of them, showed an admirable zest and lack of self-consciousness on stage and a matching proficiency in the technical back-up. It takes confidence for a school of six hundred to invest in a production applying to professional standards and apart from some vagaries in the lighting and some uncertainty in the ensemble dancing, it aspired very successfully. The massive list of

credits in the well produced programme did not distinguish between staff and students and this reflected the involvement of the whole school community.

*Goodspell* makes great demands on the actor playing the Christ figure, and the school benefited from the continuity of their work in being able to call on the services of a past pupil, Billy Smullen, who had the sense of rhythm and natural flair to hold centre stage without in any way detracting from his fellow actors. The episodic nature of the text was skilfully welded into a dramatic whole by the director, Tony Elek.

The school is taking the production to Germany in an interesting cultural exchange with a Gymnasium near Cologne, who in turn will bring their production of Brecht's *Threepenny Opera* to Houghton Regis. The company's obvious sincerity and determination will ensure they are good ambassadors.

Robin Rook



Fiona A. Burr: 'Untitled Portrait' 1982, etching.

# Show pieces

Whitechapel Open Exhibition 1983.  
Whitechapel Gallery until April 10.

From the ironic erudition of Alastair Brothie's collage, "The Broken Egg Projection", a crushed displacement of the Greenwich Meridian line, to the patch-work patterned earthenware bowl and mug of Jutka Fischer, the Whitechapel Open Exhibition is still one of the most comprehensive shows of its kind. The general standard is high but that this is achieved by exhibition living or working in the neighbourhood tempts one to say that it is unique.

Some of the pieces are enormous, like Andy Frost's "Big Gun-Shot Down in Flames", a mixed-media construction in which an aeroplane fuselage appears to be dive-bombing into a coal-fuelled detonating machine. Other are very small, like Jeffery Horrigan's "Dome", another mixed-media assemblage of tiny heads protruding from one of the gallery's columns. But dispersed between these extremes of scale are the equally contrasted works of well-established artists like Albert Irwin, Anthony Whalley and Chris Orr, and children from the community schools.

The Whitechapel Gallery has successfully run an artists-in-schools programme for some time now and this year Elizabeth White, Rose Garrard and Jean-Luc Villemont are showing pieces of their own work together with that done by the pupils. The example of Villemont's sculpture can be seen in "Construction of A River", a zig-zag of two and three-dimensional images by 12- and 13-year-olds at Temple School, but nothing betrays the fact that it was created by handicapped boys.

Michael Clarke

# Points of view

Dialectic Left Film Criticism from Tribune. By Colin McArthur.  
Key Texts. 0 9508151 01.

Few film-reviewers' columns would benefit from collection and publication in book form. And this indeed is one of Colin McArthur's themes — the low level of film and television criticism in this country. McArthur characterizes its failings as "bourgeois", something of a blanket epithet, but one need not, I think, even incline McArthur's wry political eye to believe in their independence from her own scheme of things. No wonder they fall out, but it is hard to see what, other than dramatic convenience, brought them together in the first place.

The four actresses play very well. George Costigan's director keeps events flowing within the various scenes, though he is fond of turning the characters away from the last audience and cluttering up the last scene with unnecessary sound effects.

Timothy Ramsden

# Set lectures

O and A Level Literature Conference.  
University of Essex March 21-26.

School students from over 200 schools in the South and East attended the Literature Conference organized jointly by the University Theatre and the Department of Literature of Essex University. Lectures on set books were balanced by performances of *The Winter's Tale* and *Macbeth* by the 1982 Theatre Company.

The divergence in approach between literature academics and theatre practitioners was soon — and fruitfully — made apparent. What is a "problem" for an academic, and presumably for the devisers of O and A level questions, often evaporates in performance; as Jack Hill said, "It's impossible to have a moral response to a catastrophe (Leontes's jealousy): we don't put Vesuvius in the dock". It's in this precise area of meaning and morality that the stage differs so strongly from the page.

1982 made virtues of the variety of *The Winter's Tale* and their workshop status to explore the possibilities of each individual scene. For instance, to see how far it's possible to treat the death of Antigonus as high farce. The answer is that a caddy, red-nosed clown of a bear (played by Annie Griffin, who also took on Paulina, Time, *Macbeth* and Lady Macduff) — the company is strong on versatility) can be made to work a treat.

For *Macbeth*, 1982 incorporated much of Holinshed's version of the same events, either read straight to replace or precede Shakespeare's reworking of it — and how beautiful that language is when read aloud and read well — or incorporated into the play itself.

The company headed straight for the strong, simple statement. The substitution for the frequently cringe-worthy Porter's speech of a series of increasingly gruesome deaths mimed by Rick Kemp (one of 1982's two natural clowns, the other being the disturbingly Gethin-Price-like Neil Bartlett), ending with his body seeming to swing free of the ground from an imaginary globe, seemed wholly appropriate. Another instance of 1982's inventiveness was the banquet toast turning from wine to blood in *Macbeth's* mouth and being spat and split the depth of the stage.

It is this kind of image that not only will stay in the minds of the audience long after they've taken O and A levels, but can also say much more, more powerfully and more immediately than any amount of analysis, about the concerns of *Macbeth* and the way Shakespeare chose to deal with them.

Jill Burrows

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Timothy Ramsden

Along the path ran a young boy. Had an observer been present, he might have remarked upon the pal-



## BOOKS

## A call at Dawley Bank

John Betjeman: His Life and Work.  
By Patrick Taylor-Martin.  
Allen Lane £9.95, 0 7139 1538 0.

John Betjeman is not one of the cathedrals of English poetry: rather one of the most affecting of its splendid parish churches. Like his deeply loved St Mary's, Uffington, say, "the Cathedral of the Vale" (of the White Horse, long in Berkshire, now Oxon), outstanding, perfectly set into its background, at once traditional in its cruciform structure and eccentric with octagonal tower and odd flat-headed windows, full of minute excellences of moulding and with local curiosities preserved inside as if in a rural museum: strikingly recognizable and after only a little acquaintance claiming devotion and loyalty.



Like a new incumbent, Patrick Taylor-Martin has chosen to write a more detailed guide than ever before attempted to the church that is Betjeman, its fine and not so fine points of proportion, stonework, decoration, furnishing, monuments and peculiar relics. He is new to the living, his knowledge and sensibility formed in other parts, and he has never written such a guide before. His style is about what one might expect from a present-day vicar - and he is often more concerned with the moral uplift of the visitor than with giving him useful information. But he certainly loves his church and vicariously wants us to love it too. On the whole (edifice) he is right, though he overdoes the penitential, the memorial, the morbid, implications, and underplays the beauty, the joy, the love, the music, and the quirky surprises to be found there. And in many particulars he is desperately lacking in ecclesiastical know-how and appreciation.

John Betjeman: His Life and Work contains a biographical first chapter (telling little more than can be learnt from Sir John's verse autobiography, *Summoned by Bells*, or might appear in a magazine article by a respectful hack) and then five on the successive books of poems from *Mount Zion* (1931) onwards; *Uncollected Poems* published last year, is listed in the bibliography but not discussed. A useful but avowedly sidelong glance is cast at Betjeman's prose works, largely on British architectural history, and the last chapter is a worthy assessment of the Poet Laureate's motivations and merits. It is all pretty schoolmasterly, nowhere masterly. The

first and the last two chapters are the best, but the risk is that the book may be used as a teacher's aid for demonstration of the art of beauty or comedy in poetry in general. Worst of all would be if Taylor-Martin's own critical modes became a model of expressing the appreciation of poetry.

"Ireland with Emily" ... remains one of his finest poems: the intricate and lilting metre is a particular pleasure, form and content achieving a perfect unity ... (then, after several verse quotations, a page and a half later) ... a superb topographical poem, one who is responsive to the atmosphere of a place as well as to its appearance. "Ireland with Emily" remains one of his best poems.

Taylor-Martin quotes Philip Larkin's comparison of himself to Betjeman "in that there's not much to say about my work. When you've read a poem, that's it. It's all quite clear what it means." He reports of Betjeman's verse:

Its meaning is clear; there are no complex allusions to be elucidated; apart, that is, from a scattering of architectural and topographical references, though even these poems can be comprehended without such information. But that comes in the last chapter, and for a hundred pages previously Taylor-Martin has been plodding through poem after poem, explaining meaning, awarding marks for behaviour and character, occasionally giving a little clarification derived from fairly general knowledge. But sometimes his prosy glosses not mere-

ly bore, but shatter; in Betjeman's "A Shropshire Lad" the ghost of Captain Webb, the first cross-Channel swimmer, who was born in Dawley, Salop, "Came swimming along the old canal / That carried the bricks to Lawley / Swimming along - / Swimming along - / Swimming along - / Swimming along to Heaven". Taylor-Martin comments: "Webb's thrifty, non-conformist ghost finds time for practical and terrestrial concerns as it swims along to its destination ... Having settled its finances, it continues its watery analysis (sic) ... O ye Rivers and Floods! For Dawley Bank is not of a kind to be taken over by Barclay's but a village overtaken by the nineteenth-century industrial town of Dawley (which in turn has since been subsumed in Telford 'new town'), as a glance at John Piper and Betjeman's own *Shell Guide Shropshire* would have told: 'Dawley and Dawley Parva. Dawley Bank, Lawley and Lawley Bank are all more or less one town'.

A modern classless (if only) pedagogic finger is wagged at Betjeman's moving elegy on his friend of Oxford undergraduate days, the Marquess of Dufferin and Ava; partly for "the reiterated line 'Friend of my youth, you are dead!', which in fact is repeated only once - whereas in 'A Child III' the line 'Oh, little body, do not die', occurring three times, is found 'impressive' - partly for its 'historical summons to the bells' - although the importance of bells throughout Betjeman's perceptions and poetry is elsewhere recognized by Taylor-Martin (how could it not be? Bells last longer than our pathetic human lives) - and partly because "the oppressively official manner", a misdescription if ever there was one, fails to conjure up "a real man": yet "my kind, heavy-lidded companion" makes the Blackwood eyes of Dufferin and Ava instantly recognizable. Love for ever past members of the landowning and fee-bearing classes is sternly re-proved by Betjeman and to us by Taylor-Martin.

Fortunately the book has no index, so with luck, as a result, it will probably not be useful for class-teaching (in any sense). It is, however, with only a handful of misprints, appreciably well produced for these days.

Richard Brain

## A remarkable phenomenon

The Brothers Powys  
By Richard Perceval Graves  
Routledge and Kegan Paul £14.95.  
0 7100 9232 3

Seven of the Revd Charles Powys's eleven children produced more than a hundred books between 1896 and 1960. Quantity is no guarantee of either quality or significance, but the statistic is extraordinary and, like so much about this family, slightly freakish. Even in their own time, they were something of a joke - Richard Perceval Graves points out that it is the Powyses (rather than Mary Webb, as is usually thought) who are the chief satirical target of Stella Gibbons' *Cold Comfort Farm*. But they cannot be written off as cranks, for their writings belong firmly in an English literary tradition, that of a pagan sexual libertarianism, exploring alternatives to conventional marital relationships at a time when such reappraisal was badly needed. Various inspired by Nietzsche, Whitman, and Pater, they extended physical love into a non-doctrinaire mysticism; embracing (or at least considering) sadism, homosexuality, and incest, as well as that much-prized chimera, "open" marriage. D H Lawrence and Edward Carpenter are other obvious names in this connexion. They wrote with a romanticism which is no longer fashionable, yet one must respect the strength and courage of the principles behind the quivering rhetoric. Without them, the discussion of sex would not have had a presence in early twentieth-century English fiction.

The Powyses had a powerful model to form themselves against. Charles Powys was an upper-middle class cleric of rigid Victorian self-control, his wife Mary (descended from the poet William Cowper) a classic case of self-sacrificing resignation to the roles of wife and mother. The household ethics were those of clean living and renunciation, but the boys grew up with an intense and violent fantasy life which, with its sagas, codes, and secret organization, recalls that of the Brontës. The Wessex landscape was another dominating feature of their imaginations, both childhood and adult.

This biography inevitably centres on the three brothers who made full literary careers - John Cowper,

Theodore, and Llewelyn - although it manages with great skill to weave all the narrative strands into an ever-ramifying dynasty. Today, the best remembered is John Cowper, whose rambling but often impressive novels such as *Weymouth Sands* have many champions. He seems faintly comical, and there is a theatricality about his personality which is not reassuring. He was much of his life in the USA, knowing on literature and philosophy in style confessedly modelled on the of Henry Irving. Theodore (T F) on the other hand, whose strange tale of dark forces operating on a village life won the praise of E. M. Forster and D. H. Lawrence, emerges as a more convincing writer. The most powerful of the brothers was undoubtedly Llewelyn, author of essays, travel books, and fiction, all shot with his own peculiar philosophy: "Life is a series of visions and sensations which by the wildest fortune it has been given us to experience ... it for us to be irresponsible spectators of the drama of existence as it rolls itself". He suffered badly from chronic tuberculosis which mangled throughout his active life. Like many of his kind, he seems to have had wisdom for everyone except himself, and his emotional life was a series of crises, mostly induced by the attempt to live up to his own injunctions. The steady patient of his wife Alyse defies description. The reader is periodically relieved by the appearance of Llewelyn Powys, who "had not only lived a good and worthwhile life as a schoolmaster, but had frequently recourse to the emotional or financial rescue of his more unstable brother and sisters".

This biography uses a lot of previously withheld material and it covers an enormous amount of ground - perhaps too much, for at times it moves rather breathlessly, cluttered with facts and names like some mammoth encyclopedia entry. Although it makes no claim to literary criticism, more emphasis could have been put on the brothers' literary practices and the reasons for their reputation. Another biography might be more analytic; nevertheless, this is an engaging account of a remarkable phenomenon.

Rupert Christiansen

EXTRA  
Geography

## The case to be argued

By Rex Walford

The dust is just settling on the so-called Great Debate about the curriculum initiated by James Callaghan's Ruskin College speech in October 1966. Following a Green Paper, and a nation-wide series of meetings, the DES published *A Framework for the Curriculum* (January 1980) and then, after consultations, a revised document, *The School Curriculum* (March 1981), which offered "guidance to L.E.A.s and schools in England and Wales on how the school curriculum can be further improved."

The TES's editorial judgment was that the latter demonstrated that the DES had "found the heat too hot and withdrawn from the kitchen" and the less prescriptive tones of the second paper certainly removed some of the worst fears of teachers concerning a possible centralized set of directives about the curriculum.

The episode has not been disastrous for geography in schools, but it is strange that such a popular school subject has not been more in the mainstream of the debate. Both DES documents re-iterate, as one of the six "suggested aims" for the school curriculum, "To help pupils to understand the world in which they live and the interdependence of individuals, groups, and nations."

Despite this, geography as a recommended subject for study is scarcely visible in either of the documents, despite the active lobbying of the GA (and it is not only in this instance that any link between "suggested aims" and a derived common

core of subjects seems unexplained and tenuous).

Geography, like history, is mentioned as one of the subjects which pupils should generally include in the first three years of secondary education. But in the crucial fourth and fifth years *The School Curriculum* concludes only that "pupils should undertake some study of the humanities, designed to yield lasting benefit" - a clear recipe for the provision of a single humanities slot on the timetable, and for pupils to be forced to a choice between, most obviously, geography and history.

Despite the blandness of the DES prescriptions they have achieved more visibility in the last two years than a comparable document, *The Practical Curriculum*, produced in more detailed and rigorous mould by the Schools Council - no doubt because of the latter's imminent demise and because it's known that, in the end, it's Elizabeth House that really calls the shots. Thus *The School Curriculum* currently seems to be the handy touchstone for many perplexed head teachers, faced with difficult decisions about subject provision in the face of shrinking rolls.

It is unfortunate that this should be so, particularly in the light of a subsequent report from the House of Commons Education, Science and Arts Committee, which reported in 1982 on *The Secondary School Curriculum* and examinations, with special reference to the 14-16-year-old age group. This report called *The School Curriculum* "a confused document, lacking in in-

tellectual distinction and practicality alike. Many have doubted the DES's competence in the area of the curriculum and this document, together with its associated circular 6/81, will do nothing to dispel these doubts". The Parliamentary committee drew attention to the vagueness of the statements about humanities teaching and pointed out that in the DES perspective on education, Humanities and arts alike appeared to have a low priority.

One paragraph in *The School Curriculum* begins "History geography and economics serve to give the pupil an insight into the nature of society (including his own) and man's place in the environment ..."

The Commons report comments "We regard this kind of statement as precisely of the kind which governs (or for that matter any informed person) should avoid the lumping together of such subject areas as if they were interchangeable and does no service to education, nor to the credibility of the authors ..."

We may hope, optimistically, that the sharp and sustained analysis of the House of Commons Committee (available as a report from HMSO) will be seen as a necessary antidote to the DES curriculum prescription if the latter continues to be widely used. If not, then it may need all the logic and persuasion of geography teachers (in associated areas) to avoid the diminution of the whole humanities area in secondary education, and of individual subjects within it.

At your service  
Conference taster  
by Keith Hilton

Free ... in 1983? This is a common reaction by non-members of the Geographical Association to news of the association's annual conference held each Easter at the London School of Economics. The GA, founded in 1893, is one of the oldest and most progressive subject teaching associations. The annual conference is one of the range of services provided by the association, its journals, publications, branches and regional meetings.

The tradition of the free conference is underpinned by the very large and successful exhibitions where books, maps, audiovisual resources and computer assisted learning materials are displayed. Being able to examine new and established products and prices is a central and useful part of the conference's service to geography teachers.

The exhibition includes materials appropriate to the college market at one end and the primary school at the other. Teachers involved in environmental studies and integrated courses also find the teaching ma-

terials displayed useful. For teachers and lecturers with limited financial resources the comparison of products has never been more vital. The exhibition is open (to members and non-members) on April 7 and 8.

The exhibition is only one part of the conference, a lecture programme and a series of symposia and workshops constitute the rest. Conference themes change yearly to reflect the interests of the Association's president, the dynamics of geography and geographical education. This year's theme is *Space, Place and Time*.

Professor Richard Lawton, University of Liverpool will be exploring this in his presidential address (Thursday April 7 at 2 pm). Many of the other lectures relate to this theme of processes working over time to change the character of place and space.

The lectures have been chosen to explore the conference theme in a range of systematic and regional contexts. On the first day of the conference (April 7) held at the House of the Royal Geographical Society, Kensington Gore, Dr John Sheail of the Institute of Terrestrial Ecology will be talking about *Land-use Conservation*. Following the association's AGM the joint IBG, GA and ROS Meeting will be addressed by Professor Frank Oldfield (University of London) who will be examining recent perspectives of *Man's Impact on the Environment*.

continued

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Harrap Books

The Penguin Book of Homosexual Verse.  
Edited by Stephen Coote.  
Penguin Books £3.95.

Until I picked up this book, I didn't know that Kingsley Amis is gay, though there aren't many surprises of that order. Browsing through the 397 pages is often like cruising with a liberated William McGonagall in tight jeans and jangling key chain with a hanky flowing from his back pocket. Not that the editor's intentions are anything other than worthy: his introduction is an excellent historical summary of the treatment of homosexuals as reflected in poetry and if the poems that follow could be seen as illustrations of this thesis there would be little to carp about, with poems integrated into the text we would have had a decent little monograph on an interesting and undervalued aspect of our culture. But they aren't and I suspect that it is his history that has most concerned the editor, for his polemic manifestly overshadows the poetry. As he says: "While the collection can, I hope, be read for pleasure, I would like to think of it as a record, a history of the different ways in which homosexual people have been

seen and have seen themselves ... I would like to think of the voices collected here as those of encouragement." If this is primarily to cheer up gays one does wonder what the poets would have made of this use of their work, and will the intended audience get a filip from what they are being invited to enjoy. Inevitably there are wall-to-wall Greek epigrams:

Ah Alexias, my strigil yearns to scrape your thighs,  
run in the games for me alone.  
Actually I made that up, anyone could, many did. And if this sort of thing is included why not all that Arab poetry that Arberry translated about boys across rivers with bums like peaches - or was that a spoof Arberry? It's hard to tell.

Despite the acknowledgements in his introduction to the fact that the homosexual experience in the past is not comparable with today, Dr Coote's nevertheless believes that gays now will draw strength from what went before. Yet as the excellent and more succinct historical introduction to the American *The Joy of Gay Sex* points out modern gay life has no antecedents, that the way gay people are living now has no historical parallels.

The problem, as Dr Coote recog-

nizes in his introduction, is that openly homosexual writing in English virtually ended with the trial of Oscar Wilde and only began to reappear tentatively with Auden, Spender, Isherwood, and Lehman (for some reason not represented here). Where the Code Napoleon operated there was no such disruption and from Baudelaire to Cavaty, surely the greatest of the overt gay writers of our century, a tradition flourished. Mind you, looking at some of the French scatology on offer, one can only be grateful to the Marquis of Queensbury.

Of course this collection contains wonderful writing, but there are few surprises: Shakespeare, Michelangelo, Byron, Pushkin, Tennyson, Swinburne - hardly unrepresented elsewhere. Given the times, the homosexuality in their writing is usually hidden but with the enhancing power of metaphor in English verse such disguise often made for great work. That however would seem to run counter to the editor's aspirations: his poets must come out. One of the best gay poems: Auden's "Lay your sleeping head" which has always seemed to non-gays to be perhaps significantly not included here, whereas the slightly openly pedantic "Uncle Henry" is

I suspect that Dr Coote is really most enamoured of another group, the gay visionaries such as Edward Carpenter with his dream of the homosexual republic bright-eyed and cheerful, yet as poetry this stuff is little more than pompous sermonizing. Good gay poetry, covert admittedly, has always been with us. There is no parallel tradition. Much of the overt pre-liberation poetry is involved with boy-love, not I would have thought, a major concern of today's equal relationships, and those poems presumably written for private circulation that glory in the belly, bum, poo, of nursery rudery. Some inspiration there!

So what, now that the tradition is restored? For that, this book is not the best guide, another American work, *The Male Muse* by Ian Young, would be my recommendation. Young didn't confuse matters, he realized that the Lesbian experience is different and left it to them to make their own anthology and he only included work by card-carrying gays. It is because Dr Coote has not stuck to this that Kingsley Amis gets in. Of course he isn't gay, he simply happened to write a mildly satirical poem about schoolboy passions that

took the editor's fancy. One does rather feel that he should have been protected with some sort of symbolic crossed hairy arms perhaps, "you shut closet doors for the sixty-four", three Harley Davidson's for Tom Gunn. And if it's Gunn's poems that again highlight the weakness of the collection, the two poems chosen to describe aspects of modern gay life yet tell the reader for less about gay sensibilities than the two gay narrative poems in *The Male Muse*. When the dust settles specialist anthologies are justified not by the editorial line but by the poems they rescue from obscurity and there are many such here, but I suspect that most readers will find the most interesting discoveries among the contemporary poets. For those who don't know the earlier anthology there will be Ian Young himself and E. E. Lacey, both Canadians (E. E. Lacey, a pink maple leaf) and happily given the recent somewhat sour editorial line that is both overt yet redemptive, wily and witty. Would that they were more like that.

David Sweetman



EXTRA

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### At your service

On Thursday 7 the conference takes place at the London School of Economics with a parallel programme of lectures and symposia. The latter includes sessions on the sixth form, higher education interphase, fieldwork and environmental education. There are also two field excursions to Covent Garden and the Museum of London. Thursday's lectures begin with *Climatic Shocks and Cultural Change* by Martin Parry (University of Birmingham) followed by an examination of *Man and Landscape Through Painting* by Hugh Prince (UCL). In the afternoon after the Presidential Address, Edward Derbyshire (Keels) and Peter James (Liverpool) lecture on *Environmental Change along the Silk Road in High Asia* and *Man-Environment relationships in mountain lands*.

*Evolutionary geomorphology* is the title of Professor John Thornes lecture which begins the Friday programme. This is followed at 11.30 am by the Macmillan Education Lecture by Neil Cossons, the Director of the Ironbridge Gorge-Museum Trust. The afternoons lectures take a regional perspective on

the theme with Michael Williams (Oxford) talking on *Labour and the Landscape: The making of Rural America* and Tony French (UCL) on *The Changing Urban Landscape in Russia*.

Symposia and workshops in the conference programme do not always reflect the conference theme, often taking as their starting point current issues and developments in geographical education. This is the case on the Friday: Computer Assisted Learning is one of the most dynamic parts of geography and the association's educational computing workshop on this topic. Part of the exhibition is also devoted to this exciting new area.

Developments in the 16-19 age range, more specifically the role of geography in pre-vocational education, forms the focus of another symposium organized jointly by the 16-19 Project and the association's examinations working party.

Kath Hilton is Hon. Conference Officer for the Geographical Association

## How to succeed in geography

Student's Guide to Success in Geography. Edited by Clive A. Brown.

The Meridian Group £6.95, 0 907801 00 5, £4.50 0 907801 01 3.

An enterprising group of young graduates from the London School of Economics, with a concern to pass on their valuable experiences of school, university and career prospects, formed themselves into the Meridian Group and produced this book.

Their particular interest was geography and they invited numerous teachers, consultants, etc to contribute. Professor Michael Wise wrote the Introduction. He briefly outlines the purposes of university study and the place of geography in it. There follow sections on Geography in the Eighties, Discovering Geography, Out and About, Getting Down to It, After A Levels and Careers for Geographers.

The book comprises 142 pages with numerous illustrations and a very clear format. In essence, it is a reference handbook for sixth formers and undergraduates, with an emphasis on the practical approaches to study, note-taking, where to obtain information, organizations, passing exams, syllabuses.

### The case to be argued

One case for continued geography teaching for all in years 1-5 of the secondary school rests on clear philosophical justifications; if pupils are to be educated beyond their own consciousness and self-interest, then they need that education to cover a number of different dimensions. The spiritual is already legislated for in the statutory provision for RE since 1944; but time and space are other important dimensions, and an orientation in one and not the other leaves a pupil out of balance.

A second argument, largely pragmatic but not as utilitarian as recent DES pronouncements, points to the need to educate pupils to be responsible citizens, environmentally conscious on one hand, and also aware of the multi-cultural nature of their own communities and of the world. If, in the coming decade, the stepped-up vocational input to education produces skilled teenagers who are nevertheless racist vandals, it will hardly be an advance.

And, thirdly, one might point to the general credibility which geography has with pupils, as against some other subjects, and to the vital application of geography teachers to cope

doing projects and fieldwork, going on expeditions, television and computers, the transition from school to university, choosing a college and the hunt for jobs.

Some parts, however, are more like a teachers' guide to geography and, indeed, this could be a useful extension to the book's role. To some extent the approach is spasmodic. For example, the interesting piece on settlement geography by Professor Emrys Jones "illustrates the geographer's approach" but why include short statements from physical geographers and others to show their approach also? The odd section on Geography in Print lists just a few publishers and their sixth form books. Obviously such a section has to be selective but selection is abysmal both in what it includes and what it misses out. The Careers for Geographers section is unduly optimistic to the point of unreality.

On the whole, however, this is a well-produced and useful book and, to some extent, alone in its chosen field. It should prove a great source of advice to sixth-formers and undergraduates. Copies from the Department of Geography, LSE, Houghton Street London WC2A 2AE.

BW

with all abilities in a variety of teaching styles.

Needless to say, every geography class which dwells on irrelevancies and which is taught with weary cynicism increases the chance of the subject being ejected from any school curriculum on merit. The Commons committee was critical of the statement that "History, geography, and economics serve to give the pupil an insight into the nature of society" for another reason - "Serve or can serve? There is no necessary connection between the teaching of these subjects and these effects at all."

If geography teachers have a genuine belief and understanding in the nature and value of what they do, and combine it with teaching strategies which eschew the merely informational, there will surely be enough vigour within the discipline to combat the misty and tendentious view of *The School Curriculum*. But there is no doubt that in the coming years the case will require to be argued, rather than assumed to be self-evident, as it has in the past.

Rex Walford is lecturer in geography and education at the University of Cambridge.

## Well worth the concentration

Cambridge Topics in Geography. Second series: Slopes and Weathering. By Michael Clark and John Small. 0 521 23340 2. The Ecology of Agricultural Systems. By T P Baylis-Smith 23125 6. Service Industries: Growth and Location. By Peter Daniels. 23730 0. South American Development: A Geographical Introduction. By Rosemary D. F. Bromley and Ray Bromley. 234964. Cambridge Educational £6.95 and £3.25 each.

The editors of *Cambridge Topics in Geography* Dr A R E Baker and Colin Evans, represent a combination of the university and school approaches which this series serves. It is intended for A level students as well as introductory undergraduate courses. Certainly the selected topics are most relevant to A level syllabuses and, since the books are written by experts on the research frontier they usually embody not only an up-to-date review but also new ideas and applications.

Each book is tersely written and illustrated with maps, sketches, diagrams and photographs which in most instances are well-arranged to explain the text. Though the language is not always easy to follow the student will find the necessary concentration in the end very worthwhile, especially as there are practical suggestions on survey methods and techniques suitable for sixth form fieldwork projects together with full bibliographies and further study ideas.

This is particularly good in *Slopes and Weathering*, described as like "a dose of medicine" to most students "grudgingly acknowledged to be doing them good, but to be taken only in small portions and only when absolutely necessary". Yet, as the excellent introduction shows, slope study is vital in landscape analysis and critical in applied aspects such as hazard avoidance, prediction, slope management and control, land use potential, resource location and environmental impact evaluation. It should be "a challenge rather than a chore".

The authors range over slope problems, weathering processes, transport and the slope system slope form and angle, slope evolution, rock types and climate as influences on slope development. A plentiful supply of small case studies well linked together, a concise yet clear style supported by headings and sub-headings and a dry sense of humour help to give character to the book.

Sixth form teachers will especially welcome the section on slope surveying which explains how to make slope plans and profiles, morphological mapping, calculation of profile curvature, slope angle statistics and slope reconstruction techniques. There is a great deal here to provide an excellent basis for individual and group fieldwork projects in school.

A glossary of difficult terms, more on applied aspects, a prolonged historical and contemporary study of a classic area of landscape like Lymington Regis, some help on differentiation between natural slopes and the many forms of man-made slopes and something on vulcanological slopes would all have been welcome but teachers and students will be most grateful for the excellence they have received in this practical book.

*The Ecology of Agricultural Systems* is, in some ways, a personal statement which reviews small scale enterprises. It looks at the relationship between farming practices and the environment that sustains them. The focus is on energy flows linking farmer, crops and animals. First the author, who uses his considerable experience of Pacific Islands, defines his approach and examines ecological constraints including solar radiation, photosynthesis, temperature, rainfall, and the nitrogen cycle. Social pressures and

decision-making in agrarian societies follows.

Six case studies are introduced which represent pre-industrial systems (the Marling of New Guinea, Wiltshire in the 1820s), semi-industrial systems (a Polynesian atoll; the Green Revolution in South India; full industrial systems (a Russian collective farm; Wiltshire in the 1970s). These will be useful to teachers and students as fresh examples, though several are based on dated sources. The energy flow diagrams which summarize each case study are particularly valuable. In the search for "agricultural purity" between farmer and environment one feels that the work has a kind of obscurity which will not appeal to teachers. An examination of the more relevant ecology of, say, a plantation system, market gardening economy or prairie farming might have been more attractive and useful. Consideration, too, of the new kind of relationship between international agricultural systems and environment which is developing rapidly is only briefly touched on in a minor section on agriculture and the EEC.

Women have been assumed to have no distinct geography although patterns of activity are often different for men and women. For example, rural - urban migration in Africa is largely male whereas in Latin America it is predominantly female. There has been a lack of recognition by geographers of the contribution of women to the changing face of the earth despite the fact that it was they who were responsible for much innovation in agriculture and crafts.

The invisibility of women in geography has also been furthered by the use of the household as a basic unit in much geographical study. Women have been assigned to social classes on the basis of their husbands' occupations. Conventional nuclear families are usually taken to be the norm. Although women form a large percentage of respondents to questionnaires on shopping behaviour, it is not women themselves who are the object of study. Many questionnaire surveys do



*Service Industries* introduces the character, growth and location of service industries in the economy of urban areas and regions. It deals with the emergence, basic principles of location, changing distributions and patterns, the influence of public intervention and the future role of service industries. Because of the diversity of the topic most attention is directed to office-based and retail services.

The tightly-reasoned text makes few concessions to the reader and will prove difficult for sixth formers. There is no doubt of the importance of the topic nor of the expertise of the author but it seems a pity that the book was not better orientated to its prospective audience. One way would be to explain how to undertake surveys in the field and to indicate some techniques for doing this in the realm of service industries.

*South American Development* explores the meaning of development, the legacy of colonialism, urban problems, industrialization, urban expansion, resource frontiers and an assessment for the future. Much of this is on a continental scale and there are few detailed case studies. The text is clear and fluent and the emphasis on investigation into problems gives an immediacy and particular relevance to potential examination questions.

This book will be of great value to students preparing for the A level not only in terms of regional papers but also as a source for Third World geography and problem papers. The searching and sometimes provocative approach gives just that special twist and new dimension needed for a good examination answer.

This very apposite series forward to be well-used and I look forward to further books. The editors should perhaps consider a few adaptations, such as glossaries, sample questions, more suggested practical activities linked to local fieldwork which will help the series to be really effective in sixth form geography.

Bryan Walters

EXTRA

## Geography, gender and justice

Patrick Wiegand on sex differentiation and sex bias in the geography curriculum

Does John prefer to measure streamflow whilst Janet colours the coastline blue? There is an extensive literature on sex differentiation and sex bias in science and mathematics but the same attention has not yet been paid to geography. The last 10 years however, have seen a growing interest in gender by geographers and to a lesser extent by those concerned with geography in education.

Why should geographers be interested in sex differentiation and sex bias?

Women have been assumed to have no distinct geography although patterns of activity are often different for men and women.

For example, rural - urban migration in Africa is largely male whereas in Latin America it is predominantly female. There has been a lack of recognition by geographers of the contribution of women to the changing face of the earth despite the fact that it was they who were responsible for much innovation in agriculture and crafts.

The invisibility of women in geography has also been furthered by the use of the household as a basic unit in much geographical study. Women have been assigned to social classes on the basis of their husbands' occupations. Conventional nuclear families are usually taken to be the norm. Although women form a large percentage of respondents to questionnaires on shopping behaviour, it is not women themselves who are the object of study. Many questionnaire surveys do

not distinguish between the sexes, assuming that men and women make shopping trips according to the same "gravity model" type of criteria. There is however some evidence to suggest that mothers with young children go shopping as much to meet other mothers as to purchase goods.

Women are spatially disadvantaged. The friction of distance for women is greater than for men. Women walk more and use public transport more than men. They have less access to the family car. They are more likely than men to be elderly or to have to travel with young children. They are also more likely to suffer from physical handicap.

This greater friction of distance affects women's journeys for shopping and for work. As out-of-town shopping centres replace local corner shops women must travel further to fulfil what is still a predominantly female role - that of fetching food. Travelling further often implies fewer but heavier loads. The separation of residential, industrial and business districts in cities is also a constraint on women who wish to work. Women's responsibility for reproduction often means that home and the residential area is the primary sphere of activity. Mothers may be isolated from each other and from the opportunity of employment.

Boys and girls have different experiences of space and place. Boys have a greater knowledge of their local environment than girls. Their home range is wider. They travel more widely and stay out later.

Boys' maps of their home area are more detailed than girls'. The orientation of their maps is more accurate and they know more place and street names.

Girls' maps generally focus on their homes. Boys' maps are more likely to focus on parks and play areas. Systematic testing of both boys and girls does seem to reveal consistent sex differences in verbal and spatial ability.

Whereas girls are better at tasks involving verbal ability, boys are better able to visualize and manipulate shapes. This difference is small in young children but widens as children grow older. Several studies suggest that boys are better at map and atlas tests than girls. It seems likely that social conditioning is responsible for the larger part of this difference in ability. Geography teaching materials may be sexist.

The word *man* has long been used in geography to denote humanity at large, for example, *The Man-Environment Approach*, *Man, Land and Leisure* and *Economic Man*. It is clear though that the word *man* used in this way is capable of giving offence. Similarly, terms such as *farmer*, *entrepreneur* or *seller* are often used in geography texts as referring exclusively to males.

Janice Monk (in a special *Women in Geography* issue of *Journal of Geography*, 1978) examined a selection of role playing activities and simulation games in geography and found substantial sex bias. More often than not women had minor roles. Decision-making was largely the prerogative of men.

A few recent geography texts have appeared which are explicitly non-sexist. The all-action, ballooning Pam Rekam in Cating's (1982) *Outdoor Geography* (Oliver and Boyd) is seen in a role hitherto reserved for boys.

Boys and girls perform differently in geography examinations.

There are sex differences in both entry and achievement in geography examinations. *DES Statistics of Education* reveal the following differences over the past 10 years. More boys than girls enter for geography at CSE, O and A level (even allowing for the greater overall entry of boys to these exams).

The difference is not as large as for mathematics, science and technical subjects but it is sizeable (about 5% at O level and CSE) and consistent over the last decade. At CSE, boys are consistently more successful than girls and the difference between sexes is greatest at grade 1. At GCE O level boys have been more successful in geography since 1975. Before then girls had a higher pass rate. It is interesting to speculate whether boys' alleged greater spatial ability accounts for their success in new style syllabuses since the mid 1970s.

Another explanation could be the reported greater success of boys in examinations using objective tests, which became more widespread since the mid 1970s. At A level however, it is the girls who have the highest number of passes as a percentage of entries. Over a 10-year period an average of 5 per cent more girls than boys pass A level geography, although the gap is gra-

dually narrowing. This compares with a difference of about 3 per cent for maths and about 2 per cent for modern languages - both in favour of the girls. The greater success rate of girls appears to depend on heavy pre-selection by ability for entry to the sixth form. Fewer girls (the brightest) stay on to do A levels than boys.

A broad outline of the nature of sex differentiation and sex bias in the geography curriculum thus begins to emerge. There is much, however, that is not known. DES statistics on teachers in schools are aggregated and so the sex and career structure of geography teaching is somewhat opaque. What is clear is that the dominance of men in university geography departments is very marked indeed (over 90 per cent).

Little is known about the preferences of boys and girls for different types of geography. Do boys prefer physical geography? Does the alleged greater verbal and aesthetic capacity of girls imply that they might respond more sensitively to recent humanistic developments in the subject? Little is also known about why boys and girls opt for geography - what they feel it offers them.

These and other issues are at present under active consideration. Inequality is an issue of concern to geographers. We cannot ignore the growing quantity of evidence on spatial injustice and bias in teaching founded on gender.

Patrick Wiegand is a lecturer in education at the University of Leeds.

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### What do I do next, miss?

It's amazing how unusable much published material is. The reading age of the text is usually too high and you're forever being asked to interpret. Or perhaps the exercise material

## From lantern slides to software

Richard Daugherty reports on the ninetieth anniversary of the Geographical Association

Lantern slides were not as widely used in 1893 as they might have been. Mr B B Dickinson of Rugby School wanted to make more and better use of them. Accordingly, he "issued a circular inviting public school masters to join him in forming a private association for the purpose of subdividing the work of making lantern slides for the teaching of geography, and of preventing the great waste of time necessitated by isolated efforts in the same direction."

If a teacher in 1983 felt similarly isolated in, for example, developing software for the microcomputer, he might, to avoid undue wasted effort, follow Dickinson's precedent and circulate other geography teachers proposing cooperation.

In fact, he would not need to do so. The Geographical Association's package exchange scheme and its educational computing working group are successfully performing just that function. The computer software enthusiast of the 1980s has Dickinson to thank for the fact that a network of interested teachers is already in existence to share the burden of innovation. It was Dickinson's circular which led to the formation of the Geographical Association which, no longer confined to male teachers in the private sector of education, has facilitated communication among teachers of geography in the years since 1893.

Geography now occupies a more prominent place in the school curriculum than it did 90 years ago but it remains true that many teachers work in isolation from each other. The regular sharing of ideas and efforts, even among members of the same school department, is not as common as it should be. The Geographical Association exists to counteract that isolation by ensuring that ideas flow as freely as possible along the network to which membership of the association gives a teacher access.

Opportunities to meet can be found in a local branch, at a regional conference, at the annual national conference or through a more irregular pattern of courses and excursions. Many of these occasions offer services to teachers which would not otherwise be available to them, such as the comprehensive exhibition of books and other resources mounted during the annual conference in London at Easter.

However, it is the printed word in the form of periodicals and books which is the main vehicle for communication. Of all the association's activities, only the quarterly issues of *Geography* and *Teaching Geography* reach out to all points on the

network. What started as a lantern slide cooperative has become a complex of inter-related activities, each of which is designed in some way to help put one geography teacher in touch with another.

The Geographical Association's response to development in computer assisted learning represents only one small element in that range of activities but it does illustrate how the association now operates. In the early 1970s a growing awareness of the educational potential of computers led to the formation by the association of a group of teachers keen to share ideas and experiences. That group was the platform on which other activities were built.

How could computer users be made aware of available software? Set up the Geographical Association Package Exchange scheme (GAPES). How to reach interested members inexperienced in computer use? Arrange workshops at conferences and staff courses across the country. How to reach a wider audience of the potentially interested? Publish articles in magazines and, jointly with the Council for Educational Technology (CET), a book *Computer Assisted Learning in Geography*.

In such ways there has grown over the last decade a vigorous new element in the flows along the association's network. Typically that growth has relied on the enormous efforts of a few people, has involved collaboration with other bodies such as CET and, more recently, the Microelectronics Education Programme, and has been backed by associated institutions such as Loughborough University. Other agencies have been active locally and nationally in the field of computer assisted learning in geography but the field would be more sparsely sown and less professionally cultivated without the contribution which the Geographical Association has made.

A similar story could be told about activity in many other areas of interest to teachers of geography. The plot of the story is essentially the same: teachers having shared interests but different perspectives, which they exchange through the association's channels. Many of these other areas of activity deal with matters of continuing concern less obviously innovative in character. There has, however, always been a desire to move forward, not to rest content with what has been achieved.

Indeed those who believe that the teaching of geographical ideas is a recent priority a product of the so-called "New Geography" (1960s/1970s version), might be surprised

to learn that the association's original aims (1894) included the statement that "its most important work will be the encouragement of any methods of teaching which tend to the comprehension of geographical principles rather than isolated facts."

At intervals in its history, the association has interpreted its stated aim — "to further the study and teaching of geography" — in terms of representing the subject to those responsible for the education system.

From the lobbying of the Board of Education by A J Herbertson in 1906 to the forthright case put to the Department of Education and Science during the curriculum debate of the late 1970s the association has always been ready to state its belief in the educational value of geography. But its overall success must be judged in terms of its ability to sustain and extend the network which keeps one teacher of geography in touch with another rather than on its performance as a public relations agency for the subject.

Although it is among the most active of subject teaching associations, with a relatively high proportion of geography teachers in membership, the association can be criticized for not doing enough. Any teacher who has not sunk into the mire of complacency or disillusionment could put forward a long list of needs as yet unsatisfied — for up-to-date information, for classroom ideas, for attention to issues ranging from conservation to racism.

The main constraint on the strength of the network remains the same as it was in 1893. Only two people responded to Dickinson's circular by attending the first meeting at Christ Church College, Oxford. Ultimately the success of the network is its responsiveness to the demands made on it by members, depends on the readiness of other teachers of geography to join, contribute to and organize the flows along the network.

The present government, pressing ahead with its "privatization" programme to dismantle public education services, will no doubt eventually be considering the privatization of in-service education for teachers.

When it does, it will discover that a major part of the continuing professional education of geography teachers is already in private hands — those of the teachers themselves.

Richard Daugherty is lecturer in education, University College of Swansea and a former Hon. Secretary of the Geographical Association.

## Moving rather fast

*Geography in a Changing World. Book 2: Understanding Developing Places.* By Laurence Kimpson. £2.85, 0 340 23445. Book 3: *Understanding Developed Places.* By David P Jones. Hodder & Stoughton £3.45, 0 340 23446 6.

Do children "learn" effectively by "actively using" a rich variety of illustrations with the text interspersed? Is there a point where too much illustration can actually impede learning? Surely there is a degree of visual literacy required in some geography books which the pupils have not yet developed?

Most geography teachers believe that integration of maps, diagrams, sketches, photographs, exercises, summaries and text must be a good thing. Indeed the characteristic of geography texts is that they have usually been presented in this way.

But we need more research into this aspect especially now when the skills of publishing can work miracles on the most conventional material.

Both these books are very well-produced and attractive with all the illustrative combinations mentioned plus rich colour. Perhaps the photographs are a little small and some sketch maps oversimplified but everything is clearly laid out with exercises logically presented in colour boxes. The content is good and relevant. Book 2 ranges over man in Third World environments with some fresh material and plenty of simulation exercises involving settlements and crops in the Gambia, Angeridians, animals on the savanna, a mythical tropical country, Zagaris, mining ore, port development, and a rubber plantation game.

Book 3 looks at the developed world in terms of cities, transport, industry and agriculture with in-

teresting sections on dividing the sea, conurbations, Sydney and airport location. This book is not as inventive as Book 2, but it avoids the mistake of packing in too much information. Both are part of a book series for secondary schools for which they are certainly suitable, though the teacher would need to use them carefully and give plenty of guidance.

They are visually difficult, especially Book 2. Better regional context would have to be established for them and the teacher needs to counter the baffling change from one country to another which occurs every few pages. For example there is a very rapid move from Gambia to Zanzibar to Yemen to the Amazon to Nigeria all in seven pages which is not too easy to follow when the pupil may not know where any of them are.

Bryan Waites

EXTRA

## Geography 16-19: An offer you can't refuse

By Michael Naish

Some experienced teachers taking the Institute of Education MA course on Geography in Education recently were asked to discuss the problems facing the curriculum for 16 to 19-year-olds. They had little difficulty in summarizing the important points.

These included the demand for courses relevant to the needs of the 17-plus group, the widening range of ability in Advanced level classes, and the overcrowding of syllabuses with factual content, leaving little time for the development of skills and the consideration of attitudes and values.

The explosion of knowledge was raised as a problem for curriculum renewal, exemplified by the continuing cellular division of academic geography into new areas of research. The teachers recognized fresh interest such as humanism, radical perspectives and structuralism in modern geography. They wondered how far the implications of these developments are being considered in respect of geography in school.

It was striking that the problems recognized by these teachers in 1983 were remarkably similar to those pressures for change of the mid-1970s which led to the setting up of the Geography 16 to 19 Project. The "new sixth form" was relatively a phenomenon at that time, but the need for genuine "sixth form" level courses was clear. The main thrust to provide such courses came from CEE developments.

The A level content problem was as significant as now and the need to update courses was being reflected by new syllabuses embracing the drive in academic geography in the 1960s to develop theory based on models, hypothesis testing and quantification. Proposals for an examination system designed to achieve a broader curriculum were under active consideration.

If the pressures for curriculum change in the mid-1970s were similar to those of the early 1980s, it is fair to ask what has been achieved in the intervening years by a national curriculum development project which aims to involve teachers in a reconsideration of the curriculum for 16 to 19-year-olds. Perhaps the best way to answer the question is to consider what the project has to offer as it prepares for national dissemination to begin in the autumn of 1983 and build through into 1984.

The key to what Geography 16 to 19 has to offer is its curriculum framework. Faced with a bourgeoisie of the target age group, proposals for new examinations and uncertainty as to which proposals might be ratified, the project needed to produce a genuine framework for development upon which new courses and the materials to support them might be based. A framework providing a curriculum rationale and including guidance on course construction and materials production would enable new developments to be considered as they emerge and would prevent the sort of fossilization that can afflict courses produced without the benefit of fundamental curriculum considerations.

The framework provides teachers, curriculum developers and examination syllabus designers with an approach to the subject: a set of aims encompassing understanding, knowledge, skills and values and a statement of the generalizations which follow from the approach and aims.

The approach adopted by the project is one which recognizes the significance of geography as a major element of environmental education. It is fundamentally concerned with the questions, issues and problems which arise from the interrelationships of people with their physical and human environments. Study begins with the recognition of these questions, issues and problems and then goes on to examine the

part that geographers can play in analysing and clarifying them and sometimes in helping to suggest appropriate action. The framework summarizes the geographical contribution in terms of the key questions which geographers ask and the general ideas and concepts with which they are centrally concerned.

Four major themes are proposed to facilitate the construction of syllabuses. These are: The Challenge of Natural Environments; Use and Misuse of Natural Resources; Issues of Global Concern; and Managing Human Environments. Study of topics within these themes is undertaken by inquiry methods so that the skills, abilities and sensitivities of the students can be developed.

The project's Route for Enquiry in geography shows how objective investigation of a scientific nature needs to be complemented by analysis and clarification of the values and attitudes held by people involved in and concerned with the situation. Decisions about the use of space have a range of impacts upon the environment and the quality of life.

The values held by decision-makers are significant elements in the process of environmental management or mismanagement. Students need to understand the importance of asking who makes and takes spatial decisions and why. They should also consider who benefits and who loses as a result of these decisions.

The framework also contains advice on achieving a balance in syllabus construction in terms of scale of study and regional exemplification.

The project has worked with practising teachers in a range of schools and colleges in England, Wales and Northern Ireland to develop courses and materials from the Framework. Some 45 schools are running project-based CEE courses with certification by their CSE Boards.

The experience gained in these developments has been applied to the problem of pre-vocational courses and the project, again with the help of its linked teachers, has produced two discussion papers on the role of geography in 17-plus pre-employment courses. (See *TES Geography Extra*, December 1981.) The team contributed to a Geographical Association document on this subject and is actively involved in the continuing discussion and planning.

A college-devised option module for BTEC National courses has been prepared in conjunction with the Project and is now being trialled in four FE colleges.

A new Advanced level course, planned jointly by the team, the project schools and the London GCE Board, is in its pilot stage. Thirty-two schools extend examination dates for the first examination, which took place last summer, and the course and examination will complete three further full cycles before being offered to schools outside the project's present network.

It is hoped that it will become openly available for the 1986 examination. Since the A level is constructed from the framework, it sets out to develop the skills and abilities of students by involving them in the kind of inquiry which professional geographers practice in their researches.

The examination scheme is necessarily designed to assess the level of achievement in the application of these skills. The scheme tests knowledge and understanding in all its elements, but also uses coursework to examine essay writing skills and the application of techniques. An individual field work study tests the ability to carry through a personal research project. A resource-based question paper tests analysis, application and the organization of ideas and findings, while a decision-making paper presents candidates with a problem situation, provides them with a data and requires them to report on their decisions.

A wide range of teaching materials has been developed and trialled by the team and students and teachers in the project's network of linked schools and colleges. A selection of these is now being prepared for publication by Longman. The first four titles are scheduled to appear in late spring. A book evaluating the work of the project and drawing out the significance of its findings for geography and for the whole curriculum will follow.

Meanwhile, the project "in-house" publications include *Project News*, distributed termly free of charge, and occasional papers on topics such as values inquiry, the use of local issues, fieldwork approaches and geography in 17-plus courses.

From the autumn of 1983, the project will hold dissemination meetings in various parts of the country. Teachers interested in developing their curricula for their 16 to 19-year-old students will then have an opportunity of taking advantage of the ideas, materials and courses which Geography 16 to 19 has to offer. Considering the current pressures on the curriculum and upon the teaching profession, they may find it an offer they can't refuse.

If you would like to become involved with the work of the project, or would just like to find out more about it, contact Hilary Barker at the University of London Institute of Education, 20 Bedford Way, London WC1H 0AL. Michael Naish is Director of the 16-19 Project.



Photo: Sally & Richard Greenhill

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## Attitudes towards values

By John Bale

In 1970, slightly more than two dozen teachers who had been experimenting with new approaches to geography teaching gathered at the delightful rural retreat of Charney Manor. Their purpose was to discuss how the so-called "new geography" could be adapted for, and adopted in, British schools.

They enthused into the early hours of that long weekend about how correlation exercises had been undertaken with 11-year-olds, how 13-year-olds had worked on von Thunen's land use model and how the gravity model could be used in the sixth form.

As a member of that conference, I can well remember the weekend of workshops when we tried to fit Haggitt's concepts to Bruner's spiral and Chorley's content to Bloom's taxonomy. We valued the liberal-academic philosophy of education - the initiation of young people to the world of the geographer. Children would learn to view the world through the geographer's eyes; they would become "little geographers".

A concern of many teachers attending that first Charney conference was that the "establishment", meaning the Geographical Association and the examining boards, had been unable to incorporate the models, quantitative methods and other new approaches into their philosophy and syllabuses. Teachers also lacked a journal which could provide teaching ideas about the model-based geography, the use of gaming methods and hypothesis testing approaches.

Fugitive and ephemeral banda sheets, stencilled simulations and pre-xerox work-sheets were briskly circulated as a conference extension of an already existing underground exchange network, focused inevitably on Greater London. Haberdashers' Aske's School was one hotbed of innovation and Maria Grey College another mecca to which disciples of games and simulations turned for inspiration. But regional geography still ruled and the Walfords, Eversons and Fitzgeralds were seen as rather radical extremists among the older statesmen of geographical education.

In time the proceedings of the first Charney Manor conference were published as *New Directions in Geography Teaching*. Slowly but surely the Geographical Association and the examination boards accommodated the changes which the "young Turks" had suggested. Today the GA's teaching journal *Teaching Geography* is almost as glossy and polished as *Country Life*. The model-based paradigm has become the new orthodoxy of British geographical education at the secondary school level.

How things had changed when Rex Walford picked up the remaining pieces from the first Charney conference and reconvened them, together with some newer blood, at the same site in 1980. In the decade since 1970 geographers had changed their attitudes towards values and begun to value attitudes.

Interestingly, the whole area of values and attitudes had been included in a little-read chapter by R. Pahl in *Models in Geography* - Chorley and Haggett's tome which was the bible for the innovators of the 1960s and early 1970s. Pahl's chapter on "Sociological models in geography" recognized the impossibility of a value-free geography and related rather uneasily among its positive bed-fellows.

By 1980, however, the Charney delegates were into humanistic and welfare perspectives on geography. It was not an economically optimal landscape which interested contributors but one which was *equitably* optimal. Whereas a paper at the 1970 conference described a classroom exercise designed to predict the "least cost location for a steel-works", the 1980 version was more concerned with who suffered from

the negative spillovers from industry.

Issues about institutional constraints on residential mobility, the feelings of people suffering arbitrary injustice and why students remember patterns but failed to appreciate processes were typical of the content of Charney 1980. Papers on values, action learning and ideology were presented - and later discussed enthusiastically over midnight cocoa.

The Charney 1980 papers were recently published as *Signposts for Geography Teaching* (Longman) and a comparison with *New Directions* readily reveals the changing values of some geography teachers in recent years. An interest in humanistic and reconstructionist education is perhaps a key element to add to the liberal strain which had dominated the seventies.

Frances Slater's recent book, *Learning Through Geography* (Heinemann) also demonstrates the concern of teachers with issues, relevance and decision making in the

teaching points the way.

Increasingly geography teachers are being asked to question their values, probe the connotations of the vocabulary they use, and develop new attitudes towards values. Recognizing a controversial subject when we see one is not as easy as it sounds. Defusing controversy has long been part and parcel of our urban and "development" models.

Increasingly, teachers are beginning to recognize that instead of telling our pupils about how the land use planning system works in the inner city we have preferred to offer them "bident" models; the harsh realities of the historical geography of colonialism are likewise defused and made non-controversial by covering topics such as plantation agriculture and transport networks in such a way as to make them totally unproblematic.

Avoiding awkward questions about the sources of illustrative material used in geography texts has also been characteristic of textbook



The school inspector: 1980. Many would argue that geography teaching is still haunted by the values and attitudes laid down then.

environmental, landscape and regional contexts. Likewise, the materials emerging from the University of London's 16 to 19 Curriculum Development Project reveal the significance of newer thinking in the areas of perception, decision making and environmental conflict.

Allied to these shifts in content, so too a commitment to enquiry learning led the 16 to 19 Project team to design what is perhaps the most revolutionary and progressive form of A level examination for decades in which one whole examination paper is made up of a decision making exercise. Such changes reflect changes in the educational values of those concerned with curriculum development.

Despite these and other important changes, most people would have been hard-pressed to identify any headline-biting topics connected with geography in the wider educational press until the last months of 1982. An event which brought geography to the attention of people outside the subject was not its interest in quantitative methods or the discovery of humanism but the rejection by the Schools Council of Dawn Gill's commissioned report on *Assessment in Geography in a Multicultural Society*. Among her criticisms of existing teaching materials were that they were at best biased and at worst racist.

Elsewhere, small groups of teachers and, more usually, isolated individuals, were recognizing the sexist bias present in geography. It is, therefore, skill in recognizing ideologies and bias that may form the key elements in teacher training and in-service courses in the years ahead. A recent publication from the Geography Department at University of London Institute of Education called *Bias in Geography*

authors and publishers. David Wright's recent exposure of the fact that an overwhelming proportion of textbook photographs of South Africa originate from the South African government, forces us to question the image of that country which is being projected. In the case of countries like China and the Soviet Union, on the other hand, our image all too often derives from mass media sources.

A more positive attitude towards analysing the quantity and quality of the geographical messages which are being communicated through geographic space is likely to attract the attention of student teachers and teacher trainers in the years ahead. The area of sex-bias in geographical education is one in which we may be forced to modify our values. Geography attracts more boys than girls. Why? Would a more humanistic geography correct the balance? Human geography tends to be the geography of men. Can we expect greater coverage of the distinctive spatial contribution and problems of women in the years ahead?

Geography and its relationship to peace education is a further area where values and attitudes are central to the kind of contribution that we can expect greater coverage of the distinctive spatial contribution and problems of women in the years ahead?

Geography teachers wish to become involved in the action, rather than standing on the touchlines; they will be urged to monitor not only the values and attitudes lurking between the covers of geography textbooks but those inside their own heads as well.

## Attitudes towards values

continued

teachers to spot racism rather than rank-correlation coefficients, and ideology rather than index numbers are the tasks which some teachers believe lie ahead.

Two checklists which might be used on initial and in-service training courses with teachers who wish to question their attitudes towards classroom work in geography are included as Tables I and II.

Table I: Checklist for avoiding sex bias in geography lessons

- 1 Do you use the generic term man (as in "Man and his environment")?
- 2 Do you expect boys to be more mathematically able and girls to be more artistic?
- 3 Do you expect more from boys (girls) in geography lessons?
- 4 Do your textbooks and lessons include role models appropriate to both boys and girls?
- 5 In class discussion do you allow boys (girls) to dominate?
- 6 Do you ask boys more questions than girls? (or vice versa)
- 7 Have you supplemented existing teaching materials with those that avoid sex stereotypes?
- 8 Do teaching materials include the contribution of women to geographical events?
- 9 Does your teaching recognize that the geographies of men and women are different?
- 10 Are your pupils allowed to make critical comments on textbooks, worksheets and other teaching resources?

Table II: Checklist for avoiding excessive Eurocentrism in geography teaching (based on ideas by David Higgs)

- 1 Do you indicate the ethnic and cultural diversity of many societies?
- 2 Do you alert children to the cultural achievements of countries in Africa, Asia and Latin America and the cultural debts we owe to them?
- 3 Does the historical geography of underdeveloped countries include reference to their colonial background?
- 4 Are alternative strategies for "development" discussed?
- 5 When covering subjects such as "tourism" do you consider the economic, social and cultural impacts?
- 6 Is the role of large multi-national corporations considered in your work on world geography?
- 7 Do you deal with the global distribution of resources and power?
- 8 Do you encourage children to see Britain as others see us?
- 9 Geographical education made the transition from "capes and bays" to "models and quantification" in a relatively painless way. Likewise, GYSL and other curriculum development projects have willingly espoused a "liberal" welfare approach. For some teachers this does not go far enough. Whether a radical perspective can be accommodated within the geographical curriculum in the way that the model-based approach was problematic. The institutional and attitudinal barriers are much greater.

After all, the ideological basis of regional - and model-based geography was essentially the same - serving rather than changing society as it stands. Already there are signs that those committed to changing the world in the classroom feel unable to work within the perceived establishment umbrella of the Geographical Association - witness the forthcoming Journal of the Association for Curriculum Development in Geography, *Contemporary Issues in Geography and Education*.

If geography teachers wish to become involved in the action, rather than standing on the touchlines, they will be urged to monitor not only the values and attitudes lurking between the covers of geography textbooks but those inside their own heads as well.

John Bale is lecturer in geographical education, University of Keele.

EXTRA

## A priority for the eighties

David Wright on multicultural geography

Geographers have an important role to play here - why is it still neglected?

More seriously, there is too little critical analysis of the resources used. Why, for example, do most geography textbooks use the South African embassy as the major source of photographs of South Africa? The rose-tinted view they offer is offensive to non-white pupils. Why do so many books offer merely cliché photographs of Africa or India? They reinforce pupils' misconceptions and selective ignorance.

We cannot claim to be developing a curriculum appropriate to a multicultural society if we continue to accept without question the images provided by the governments and big companies which provide free photographs. An analysis of photographs is not difficult, and is rewarding both in the omissions discovered, and in teaching critical awareness. Guidelines to publishers could be helpful in this area.

## Racism

Geographers can also feel confident that there is virtually no deliberate racism in the published resources. Most authors would probably subscribe to the high motives expressed by E W Young, the author of 30 geography texts, when he looked back over 30 years of authorship: "Geography teaching should have a moral, perhaps even a spiritual, motivation. I don't mean that we should preach sermons. Effective moral teaching is implicit rather than explicit. And I hope that I can help young people to derive some interest and pleasure and satisfaction from the diversity of humanity and the Creation as a whole, and to develop a feeling of the interdependence of the human species - of One World."

Certainly all the textbook authors I have met seem to have higher ideals than merely to earn money and get pupils through examinations. The examples that are quoted of racist textbooks often turn out to be books that have been out-of-print for decades. But there is, nevertheless, evidence of unintentional racism, and very considerable evidence of ethnocentrism. This is probably not deliberate - it is more a question of slowness to recognize the reality of a multicultural country. Here, too, the presence of non-whites helps us to focus on changes that are desirable in any case.

Why has S Crawford's *Man Alone* (Longmans) not been revised? Seven years ago, there were complaints that pupils have to list the "laziest people" on black paper, and the "hard-working ones" on white paper - yet the latest impression of this still-popular book is unchanged. Why does P Galbraith's book *Patterns Round the World* (Blackie, 1979) show an Indian on a bed of nails, and a naked "native"? Doesn't he see that this is offensive, not funny?

Gentle hints have been made to publishers over several years, by several people. They have not worked. So specific requests need to be made. Longmans needs to withdraw or make amendments to *Man Alone* and *Patterns in Geography*. Blackie should withdraw or replace pictures in *Patterns Round the World*. CYSL needs to provide additional or amended resource sheets. Parts of these books or packs are offensive to black people and an embarrassment to whites who want cordial relationships with blacks. They harm the good name of geography, of British education, and of the publishers concerned.

Multicultural schools

Yet another cause for satisfaction is the many successful geography

lessons taught every day in multi-racial schools. The popular image of most schools being out of control is blatantly untrue. Multicultural geography lessons are an everyday reality in hundreds of schools. Grassroots expertise is widespread.

But it is extraordinarily difficult to hear about these lessons. The pages of *Teaching Geography* and the *Times Educational Supplement* are silent on the subject. We need examples of good practice disseminated. If writing is too time-consuming, and videotaping too expensive, a simple audio tape would still be welcome. Those of us who live and try to train geography teachers in a monocultural desert would find tapes of ordinary lessons from inner-city schools invaluable and refreshing.

## Curriculum Development

Finally, there is good news on the curriculum development front. After not a little nudging, pushing, and ultimately shoving by numerous people, the Geographical Association has at last set up a working-party on multicultural education; we must now hope that it is more productive and creative than some working parties have been.

Members will probably be asked for written submissions - hopefully, there will be a good response for once. And the new Curriculum Development Association for Geography will doubtless act as a catalyst

both to its own members and to the Geographical Association. At long last there is hope of some action.

The radical/centralist tensions in geography itself will inevitably find vocal expression in this area. It is vital that multicultural geography is not identified only with the left-wing. Most teachers are not left-wingers, and show no sign of being converted. Those who wish to overthrow capitalism and multinational corporations also want a non-racist geography - but it would be disastrous if this alliance discouraged the majority of teachers from re-examining the content and emphases of their resources, syllabuses and teaching. We need to work for a consensus on what needs changing, rather than allow the far Left the monopoly of "Multicultural geography".

In conclusion, geographers clearly have much to offer to a multi-racial curriculum. But we need to prune the dead and diseased wood of ethnocentrism, biased resources and insensitive treatment of issues.

And we must graft in some good ideas and practice both from experienced schools and from subjects that have made more effort to discover and develop a multicultural dimension.

David Wright lectures in the School of Education, University of East Anglia

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## Beside the seashore

Geography from the sea by Bryan Waites

Often, we are reminded that 80 per cent of our pupils live in an urban environment. Rarely, however, has it been said that a goodly proportion also live within easy reach of the coastline. There are still some pupils who have never seen the sea but there is a multitude who not only live by the seashore, but can and do visit it frequently.

Yet we neglect one of the chief resources of island Britain, more so now that the money is short for the popular residential field courses which may have taken place at Scarborough, Whitby or the Isle of Wight.

What is so special about the coastline? It has its own appeal to children because it is a natural adventure playground. Pebbles on the beach; fossils in the cliff-face; rock pools; caves; lighthouses; quaint harbours full of cobbles and keel boats; the romance of smuggling—all these, and more, provide the teacher with a good starting point for fieldwork.

Extra interest may come from dramatic events such as flooding or from the excitement of lost villages under the waves; skindiving; submarine canyons, wrecks and North Sea gas/oil rigs.

The coast combines opportunities for fieldwork in both physical and human geography. Often the latter will greatly influence the former in terms of sea wall construction, groynes, piers, harbours, etc. But, ultimately the coastline integrates experiences better than many other locales. That area between cliff and sea is a distinctive environment in itself and to understand it effectively calls for a combined knowledge of geology, biology, geography, history and several other disciplines.

Consequently, the elements and processes involved are often highly complex: the movement of shingle, the grading of beaches, the development of shoreline curves and cliff

profiles, the action of waves, are not yet fully understood, even by researchers.

Coastal geography may seem a terrifying synthesis of all aspects to both teacher and pupil alike. It seems to contain all that there is. The pattern and formation of dunes may require a knowledge of the physics of blown sand; the development of a headland such as Spurn Point may need the use of historical documents and maps; the study of a salt marsh calls for biological skills; the geological composition of cliffs, the trend of wave cut platforms and erosion levels may be hard to determine; coastal erosion and defence may seem to be more the realm of the civil engineer than the geographer; preservation of the coastline, heritage, access, recreational facilities and the tourist industry may seem part of the planner's role.

And so it goes on: justifiably the study of ports, estuaries and industrial coastlines might be included. What then is there for children to study by the seashore?

Coastal landforms are unique because each day brings changes, often dramatic and usually rapid. Such changes are easily observable and can be recorded. The greatest difficulty and potential danger is the shortness of time due to tides. The first vital requirement is that the teacher knows his coastline thoroughly, has consulted tide tables and weather forecast and that he has left information about his plans with someone elsewhere.

The sort of land-based studies he will cover will include beach surveys, plans and measurements: cliff profiles, cliff face and skyline studies; viewpoint studies, perhaps from a lighthouse; a unit study of a headland, bay or estuary; a harbour survey; the fishing industry; planning the coastline; the tourist industry in a resort and so on. But what about venturing out to sea?

The importance of the book lies in its detailed look at the gradual development of mapwork skills from the primary school up to the sixth form. There is something of value here for teachers of all age ranges and it should be read by all geography teachers in secondary schools and by those in primary schools who may not consider themselves specialists in the subject. In relation to the developmental aspects of graphicacy teaching, the book contains an invaluable Appendix which could be used as a check list by teachers to ensure the full attainment of skills by their pupils, and it could find a place in the geography syllabus and work schemes.

One of the best places to study the coast is from the sea, yet few field parties attempt such work. It is true that there are practical problems but it is worth overcoming these to gain a unique and memorable educational experience. Besides, the cost per head is often relatively cheap in the off-season for a motorized boat. Now that the fishing industry has declined in some places boat owners are turning their hands to other sources of income. One Yorkshire firm has one- and two-hour cruises with light refreshments and commentary round Flamborough Head with a capacity for 212 passengers and special rates between April and May. A small primary school could charter the whole vessel.

Classes could prepare a briefing on weather, sea conditions, visibility and tides using radio broadcasts, newspapers, tide tables. They could make flash cards detailing navigational features likely to be seen eg. buoys, channel lights, etc. using Admiralty Pilot Books, Manual of Seamanship, Nautical Almanac and the Observer's Book of Ships.

There could be relevant study of charts to understand symbols used. The previous day they might have studied a headland on shore, today they would photograph and sketch it from the sea. They would have a duplicated map and would identify landmarks, take compass fixes on them, observe caves unseen from the shore, also contortions and faults in the cliff strata. Sketch skyline could be based on those in the Pilot Books (previously given out by the teacher as an incomplete base section). Ship and flag identification would be another activity. Binoculars would at last come into their own, especially in sea bird spotting.

We should like to be beside the seashore more often and when we do we should logically venture to a "life on the ocean wave" as well.

## Mapwork skills

Graphicacy and Geography Teaching. By David Boardman. Croom Helm £9.95. 0 7099 0644 7.

Few geography teachers could argue with the basic tenet of this book which is that the teaching of graphicacy is the most important contribution which the subject can make to the education of all pupils. It is, however, not the only aspect of the subject, which at times the book is in danger of suggesting.

Indeed on the cover it claims to tackle "the problem of how to teach geography effectively."

However, this does not detract from the important contribution which the book makes to the teaching of mapwork and other related skills. Mr Boardman takes the work of Plagat as the basis for his analysis of the problems of teaching graphicacy and rightly points out that little other work has been undertaken into the development of special abilities in children. He does perhaps fail to take full account of certain criticisms which have been levelled at Plagat's research, but provided care is taken to avoid the pitfalls of attributing skills too closely to ages this is not a major problem.

A W Chapman



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EXTRA

## Fundamental dimension

Mathematics counts in geography. By David Hall

The publication of the Cockcroft report is a matter of interest and of concern for geographers. For no one can teach geography without quickly becoming aware of the frustrations, ambiguities, and dilemmas of working with numbers. There is the frustrating gridiron of transposing lists of data from tables to graphs, of computing change over time by calculating differences between columns and representing the answers on histograms, and of attempting to depict proportions on pie charts.

There are ambiguities in the concept of readiness: is it appropriate for a particular age group to work in percentages using field data, or to percentages problems using simple sampling techniques including some calculation of error? And what of the practical dilemmas of teaching, method when some children appear to have grasped the idea of a ratio from a study of map to ground while others in the class struggle with measurement of distance on a map as a simple technique?

For, in the past decade, numeracy has increased its presence in geography, and indeed been seen by some as the major criterion which distinguishes a modern from a traditional approach, be it the use of simple binary matrices in coding spatial distributions in primary classes, or the employment of formal statistical methods at A level. Thus the Cockcroft report may be seen, as evidence grows that geographers faced with such difficulties either revert to descriptive prose with simple graphics or equate a mathematical approach with positivism and seek other modes of expression and explanation.

First, the report refers to the use of mathematics in other fields, and regards this as an important reason for teaching the subject. This defers to the commonplace view that mathematics exists to service the needs of other disciplines: it is, on these terms, a "servile art". This view has been used by STEP in developing units of study using statistical methods and ideas in subject areas such as geography. To follow the precedent set in the 1970s by the Maths Continuation Project which produced a series of booklets providing a programme of self instruction for sixth formers who were unfamiliar with or uncertain about specific mathematical methods employed in their post O level geography coursework.

Second, Cockcroft considers the function of mathematics in developing powers of logical thinking, accuracy, and spatial awareness.

Any such contribution, it suggests, is contingent upon the way the subject is taught, nor is mathematics the only means of such development. Perhaps because the report is considering mathematics in isolation, this is a very modest claim. For the mathematical dimension is fundamental to any subject field seeking a systematic ordering of nature, without which the principles of relationship, sequence, change, recurrence, and prediction are indeterminate.

Since the time of the Greeks it is this notion of the combination of the dimensions of "word" and "measure" enshrined in the idea of the logos which has energized both our understanding of the order of nature and that power over nature which has facilitated the growth of modern civilization. In geography, measurement has been fundamental to its growth as a systematic discipline since Eratosthenes calculated distance, direction, and the spatial organization of place in terms of absolute location on a mathematical grid.

Such a view bonds with Cockcroft's central tenet that the principal reason for teaching mathematics to all children is that it provides a means of communication which is powerful, concise, and unambiguous. Numeracy possesses two attributes: an "at-homeness" with numbers, and an understanding of information presented in mathematical terms: "graphs, charts or tables or by reference to percentage increase or decrease" (para 39). Skills of computation in themselves are insufficient.

The emphasis upon "at-homeness" should be an encouragement to geographers to sustain their efforts to use mathematics in the investigation and representation of issues at scales ranging from the local environment to the space-time earth in both the dimensions of space and change over time. To avoid the situation in class from which much of the criticisms of mathematics teaching and lack of pupil achievement have arisen, the themes or issues treated should be reflexive; that is they must engage with the child's own cultural experiences and avoid at all cost the passive studies of formal content and forced illustration.

Knowing how to code a map location is a skill worth having if you wish to communicate your proposals for a weekend hike to friends; triangulation makes sense if you seek to plot out possible sites for a swimming pool in the school grounds, the measurements of frequency distributions valuable if you wish to advise on the proposal to install either a roundabout or traffic lights at a local intersection.

This is mathematics in use. As Quallin has written recently, there is little sense in choosing a mathematical topic and then looking for applications in the real world. The criterion for inclusion should be the dynamic of the pupil's current experience and energizing potential of the mathematical principle for a positive and powerful dialogue in an open engagement with his life-world.

Cockcroft states that for the 11 to 16 age group "it should be a fundamental principle that no topic should be included for which it can be developed sufficiently for it to be applied in ways which the pupil can understand" (para 451). Syllabuses should be developed from the bottom upwards "by considering the range of work which is appropriate for lower attaining pupils and extending this range as the level of attainment of pupils increases" (para 450). Thus the report includes (para 458) a Foundation List of mathematical topics which would constitute the greater part of the syllabus for the lowest 40 per cent (ie, non-CSE) of the ability range in the subject.

This list is mindful of the limited minimal requirements of both adult life and of general employment; some understanding of positive and

negative numbers (ie -3°C to +10°C); place value of digits to four places; a reliable method (even if unconventional) of operating the four functions; the movement of a decimal point by the power of ten; fractions using only 2 or its multiples as the denominator, the idea of one-third, and the decimal equivalent; percentages based upon "1p in every £" not formulae; simple time/distance/speed; measurement and estimation; graphs wherever possible based on data collection; spatial concepts of side, diagonal, area, perimeter, angle; that is a little more than three; scale, coordinates, bearings; ratio, proportion and informal ideas of direct and inverse variation.

In statistics, there should be some idea of randomness and variability, and the meaning of probability, and odds in simple cases (Casheban Fisherman?) and although attention should be paid to different uses of average, it is not intended that pupils of this ability should necessarily be expected to use the words mean, median or mode.

This check list serves as a useful indicator of the ground rules for approaching mathematics in geography in mixed ability classes up to the fourth year. In response to Cockcroft, it seems that the working party in mathematics at 16-plus have built up their content list from the above foundations and designers of geography CSE syllabuses in any mode need to compare their efforts with the lists 1 and 2 given in Table A.

Overall impressions may be dangerous of a report of this kind, but its appraisal of mathematics is considerate and refreshingly constructive, and may in time open out new ways of combining work across the curriculum. Teachers of other subjects, as well as mathematics teachers, need to be aware of the part which mathematics can play in presenting information with clarity and economy, and encourage pupils to make use of mathematics for this purpose" (para 485).

The particular place of statistics in geography will be considered in a future article.

1 *Mathematics Counts*. Report of the Committee of Inquiry into the Teaching of Mathematics in Schools, under the Chairmanship of Dr W H Cockcroft. London, HMSO (1982).  
2 For example, Cole and Beynon *New Ways in Geography* Introduction 12.24 (2nd Edition). Basil Blackwell (1982).

3 Statistical Education Project (STEP) 16 to 19. Directed by Peter Holmes, Sheffield University are trialing a unit Development and Urbanization at present in a number of schools. Newsletter 2 (1983)

4 Continuing Mathematics (16 to 19). Pupil Units in Geography 1 to

4). Longman Resources Unit for the Schools Council (1977)

5 Quallin, D in Prospects, Vol XII, no 4, (1982) UNESCO

6 Recommended National Criteria for Mathematics (1983) available from any GCE/CSE board.

List 1	List 2
Whole numbers: odd, even, prime, square, Factors, multiples, idea of square root. Directed numbers in practical situations. Vulgar and decimal fractions and percentages; conversion between these forms.	Natural numbers, integers, rational and irrational numbers. Square roots. Common factors, common multiples, Standard form.
Estimation.	Approximation to a given number of significant figures or decimal places. Appropriate limits of accuracy.
The four rules applied to whole numbers, vulgar and decimal fractions.	Ways of representing functions: mapping diagrams; ordered pairs; equations.
Ratio. Percentages and percentage change. Scales including map scales. Informal applications of direct and inverse proportion. Proportional division. Common measures of rate.	
Efficient use of an electronic calculator; application, of appropriate checks of accuracy.	
Measures of weight, length, area, volume and capacity in current units.	
Reading of clocks and dials. Use of tables and charts.	
Cartesian coordinates. Interpretation and use of graphs in practical situations including travel graphs and conversion graphs. Drawing graphs from given data.	Constructing tables of values for given functions which include expressions of the form: $ax + b$ , $x^2 + bx + c$ , $\frac{1}{x}$ ( $x \neq 0$ )
The use of letters for generalized numbers. Substitution of numbers for letters in formulae.	Where $a$ , $b$ and $c$ are integral constants. Drawing and interpretation of related graphs, including the calculation of a gradient by drawing.
Basic arithmetic processes expressed algebraically. Directed numbers.	Transformation of simple formulae.
Simple linear equations in one unknown with positive integral solutions.	Positive and negative integral indices. Law of indices.
Use of drawing instruments. Reading and making of scale drawings.	Simultaneous linear equations in two unknowns with integral solutions. Quadratic equations with integral solutions.
Area of rectangle, parallelogram and triangle. Circumference and area of circle.	The sine, cosine and tangent for acute angles. Application to calculation of a side or an angle of a right-angled triangle.
Collection, classification and tabulation of statistical data. Representation of statistical data: bar-charts; pie-charts; pictograms. Calculation of average, mode, mean, median. Construction and use of a simple frequency distribution.	Histogram with equal intervals.
Reading, interpreting and drawing simple inferences from tables and statistical diagrams.	Reading cumulative frequency distributions including their graphical representation.
Probability involving only one event.	Simple combined probabilities.

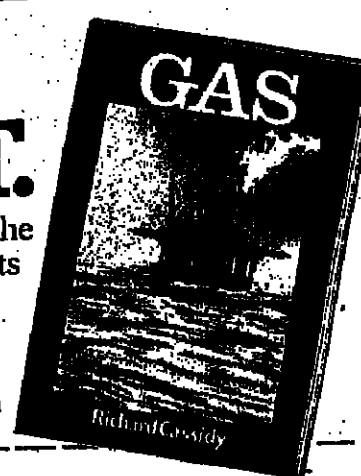
Table A: Recommended content of 16-plus mathematics by GCE/CSE Working Party of direct cross curricular relevance to Geography.

List 1 = minimum content for any Common System designated "mathematics". List 2 = supplementation for any scheme offering Grade 3. For Grades 1 & 2, Lists 1, & 2 must represent 50 per cent - 70 per cent of the syllabus.

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Instead of analysing the shopping centre of Hemel Hempstead or scrutinizing the waterways of Worcester, 40 young geographers did their fieldwork recently studying synclines and slip-off slopes, nuclear and hydroelectric power stations in the Ardennes, France.

They examined a large network of limestone caves, completed a land use transect over six major rock types, compared French and Belgian border settlements and took in a deeply incised treble meander of the river Meuse.

On their eight-day trip, the fourth year youngsters did the equivalent of a whole term's work, and for borderline cases it should tip the balance of their exam results.

When geographer Mr Bob Reed planned the field study trip for Schools Abroad, he surveyed the different examination boards' O level questions and designed a unique £125 trip containing elements which appeal to most school curriculums. And it isn't a holiday with a field study thrown in - geography is the central element and calls for hard work.

Head of geography at a large Bristol comprehensive, Bob Reed has done field studies in France, Germany, Yugoslavia and the Soviet Union. "I regard myself as one of the new geographers," he said. "We don't go out and just describe the environment. We go out and account for it, record information and quantify it."

There was much talk among the staff on the trip of the change in geography. "I only did one afternoon's field work in the whole of my school career," said Mr Peter Mullin, head of humanities at Akeley School, Hemel Hempstead. "And we didn't even get off the bus."

Twenty boys from Worcester Royal Grammar School got on the bus to the Ardennes at four o'clock on a freezing Saturday morning in February. I joined it at the nursery rhyme Banbury Cross at the un-rhythmic hour of 5 am and we picked up the Hemel Hempstead school, which included "the girls" before breakfast. We drove through villages in early morning Kent and sailed through squally snow showers in the channel but we drove off the boat in France to bright winter sunlight which hardly deserted us during the next week. We arrived for dinner at the village of Haybes sur Meuse just the French side of the border with Belgium in the snow covered hilly forests of the Ardennes.

On Sunday morning the pupils were launched straight out into Haybes on a town function survey and quality of environment study. Their aim was to classify the settlement and analyse its character by reference to its buildings.

After a lunch of crudites, pasta



The village of Haybes sur Meuse

## Synclines and slip-offs

Fieldwork for fourth-years in the Ardennes. Report by Jane Last

and fruit with endless hunks of fresh French bread we walked along the Meuse past slate quarries and timber yards to the small town of Fumay. The group carried out another functions survey and that evening they turned all their information into maps comparing the settlements. After the ice cream it was straight into isovonoplans on the overhead projector!

Each evening the youngsters worked after dinner until as late as 10.30 turning their day's work into visual analysis, graphs, plans and maps. The group from Akeley will use their results for the 16-plus examination.

The course gives pupils the opportunity to study things they cannot in the United Kingdom. We visited the Pommerie champagne cellars in Rheims. We learnt of the history of the wine and saw thousands of bottles fermenting and being turned and tilted by experts (and some boys). On the way back the youngsters did a land transect, observing the geographical features and accounting for the land use. The coach stopped several times for a boy to rush out and take a soil sample. It was a long day. But that evening it was work again. Peter Mullin explained the land use by showing the analysis of the soil samples. "In one and a half hours you see six major rock types and different farming," he said. The champagne grape, we learnt, needs a thin, chalky soil over limestone.

The next day we visited Rocroi, a seventeenth-century fortified village never overrun in battle. It is built in a star shape with three sets of ramparts and battlements. "There is nothing like this in Britain or perhaps in the world," Peter Mullin said as the pupils recorded land use in the restricted area within the fortifications.

After lunch we visited the largest hydroelectric power station in France and returned to Haybes to scores of children in fancy dress dancing and processing through the village collecting fruit and sweets. It was Mardi Gras. In the Hotel St Hubert, the boys were joining in the spirit of the occasion. Having bought up the village shop's entire stock of bangers, a lively black market was in operation. And we had *crepes fines sucrées à la vanille* for dinner.

It took us one and a half hours the following morning to walk through the grotto at Han sur Lesse in Belgium. There was a wide variety of features in the carboniferous limestone. Stalagmites and stalactites, curtains and straws and curtains with streaks of iron, apparently called streaky bacon. One cave rose to 129 metres and at other times we had to stoop under the low rock.

"Tights come down," one boy informed me. "That's how you remember." The new geography certainly seems to stick in the mind! On Thursday morning, Peter Mullin appeared in snow and large wellies, with a box of slope meters under his arm. "We're doing real geography today," he beamed. We headed for the Chooz Meander, a four mile loop of the Meuse. The group took measurements to test any relationship between the river's shape and the land around it. "They noticed all the slip-off slopes were within two degrees of one another," Peter Mullin said enthusiastically. "They would never have noticed that at home."

Mike Ridout, in charge of the Worcester group, said the river work was excellent. "Geography is now very much a fieldwork orientated subject," he said. "It has changed from telling the kids where places are and learning facts about

them to getting them to work things out for themselves. Here they used their slope meters, gathered information and quantified what they saw."

Both Mike Ridout and Peter Mullin emphasized the importance of doing fieldwork. "Some people accuse me of not teaching geography," Mike explained. "I take the kids out a lot. Some teachers stay in the classroom." But he believes that pupils should apply what they learn to something they can identify with.

In his group he had three borderline cases who he thinks will pass their O level because of the trip. "This work will give them familiarity with a lot of subject matter and many specific examples to use in their O level exam. They've been with us constantly and asking questions and now we're sure they understand. It can do nothing but good."



"Real geography" with slope meters at the Chooz Meander

The visit to Chooz nuclear power station was awe-inspiring but a degree in nuclear physics would have equipped us better to understand the film and question time afterwards. But we did manage a visit. Quite often it is surrounded by protesters against the huge new nuclear power station to be built alongside it which will provide 8 per cent of France's energy in the 1990s. Not all agree with the so called "Energie Nouvelle par excellence".

On the last day we went to Luxembourg and that night the hall allowed the youngsters a small sampling of the local wine with dinner. A quiz followed and a brilliant monologue summing up the week by Brian Phillips complaining of no stage or spot lights. Peter Mullin told us the final instalment of his tales of Africa, where he taught for nine years, with which he had lived each night at dinner.

The teachers were enthusiastic about the trip. "In a week at school they do just over three hours geography. Here they have had virtually non-stop geography - the equivalent of a term's work," he said. "Physical geography is difficult to appreciate in the classroom. The kids need the breadth of experience of actually seeing things to understand what's going on."

They admitted it would be practically impossible for teachers to set up such a field study independently. Group leaders receive a 100-page manual of background information, study programmes and model answers before the trip and the students are provided with worksheets for each project they do. The Schools Abroad representative Janet Bridger arranged the visits and excursions required and also acted as interpreter, (most valiantly at the nuclear power station!).

Schools Abroad also organizes geography field studies to Holland and Switzerland.

## The new frontier?

Geoff Dinkle suggests that it might be humanistic geography

It is no consolation to the hard-pressed geography teacher to be told by the boffin from the research frontier that there are as many geographies as there are people! To those steeped in humanistic geography, the statement is fundamental and elementary but what does it mean? Has it any significance for school geography? What next in the curriculum?

In the late 1960s a reaction emerged against the scientific rationality and preoccupation with techniques in the subject. Analytical geography and the rape of Geography by Quantifacitism signified the revolution which brought about the advent of new geography in schools. The curriculum development lag was at work while school geography evolved in the 1970s, the academics were working at another chalk face. Doubts were raised about the ethical base of logical positivism, the issue of values was raised and man was given back his heart, soul and feelings.

Humanist perspectives were seen in the works of the French School of Geography led by Paul Vidal de la Blache. Although the world has changed considerably since the early years of the century, the humanist position remains anthropocentric and holistic. Concern for man as a creative being and study of his environmental experiences, attitudes and values are at the heart of the current humanistic revival.

Radical philosophical issues which shake the very foundations of geography have been raised. Man's relationship with his environment is regarded as ephemeral: technocracy, the global village and the technological society engender placelessness and lack of identity for mankind. The eventual abolition of geography has been predicted by some extremists.

But there is no need to panic. One of the virtues of geography as a subject is its ability to incorporate new ideas and methodology. This article attempts to show how a humanistic approach can be introduced and absorbed into school geography. It is also hoped that the reader realizes humanistic geography is not entirely new and unintelligible. It demands that we consider people and not just humanity.

Imagine a young married couple living in a town flat. On her walk to work the wife noticed a rush mat in a shop window. She decided it would improve their dull kitchen and set her heart on it. It took a few weeks for them to save the money to buy it and as she walked to work, the mat in the window increased her longing to buy it. The journey to work seemed shorter than before.

When they walked to the shop to buy the mat the journey seemed even shorter and as they rushed home with their purchase, the journey seemed shorter still. As the mat is laid, their excitement turns to tears. It is smaller than they thought it was! It follows that the rug has had three different scales. At purchase it was bigger than its true size but when first laid it became much smaller. A fourth scale became operative as they searched for the wife's contentment. The mat suddenly became enormous.

Seeing the display mat in the shop window as she walked to work afterwards depressed the young wife and her journey seemed to be longer. With time, the pain of the experience passed and she looked forward to her holiday. The journey home on the last day of work before her holiday seemed such a short distance.

The point of this anecdote is to raise the fact of the individual's everyday perception of space and distance, two concepts of fundamental importance in geography. No men-  
tally made, of how the couple



David Ballamy under arrest with other demonstrators protesting against the Gordon River scheme in Tasmania. Geoff Dinkle suggests Tasmania as a study unit overseas.

regarded their neighbourhood and viewed the world. Their attitudes and values were not investigated and their perception of direction was not revealed. In short, little was revealed of their private geographies.

Such experiences and feelings of space are part of our lives and need not be regarded as an alternative approach to geography. One section of scientific geography is locational analysis which attempts to explain the organization and structure of space. Surely the humanistic input can enrich the subject?

Teachers wishing to explore this potentially rich field should consult *Learning through Geography* by Frances Slater, for ideas and class material. One approach which could be readily adopted is semantic differentiation. I recall experimenting with this several years ago. Perception and the feelings of experience were blended in a small exercise designed to reveal pupils' response to Dartmoor. A dozen bipolar adjectives descriptive of the area were listed, being obtained from literature on this granitic moorland. Positive descriptions were given on the left hand side and were separated from the negative ones by a seven point scale (four is the neutral point). Pupils plotted their feelings and by joining the points obtained their own profile.

The average value given to each pair of adjectives by the teaching group is calculated and then plotted for comparison with individual profiles. We were able to compare our profiles with those for a group of schoolchildren from Princeton who had evaluated their local environment in the same way. The only member of my class to show a dislike for Dartmoor was a boy who had been there for a holiday recently. The family lost their way looking for the hotel and arrived in heavy rain after midnight!

Related exercises in landscape evaluation can be used with great effect and there is a potentially rich area which awaits exploitation. The integration of literary and poetic descriptions of places, regions and landscapes with more "conventional" geography would repay attention. Mapwork, visual aids, systematic regional and analytical geographies can all contribute to landscape analysis and be blended with the best of descriptive literature of novelists and poets. Why not make a start with Hardy and Bennett or look into Wordsworth's Lake District and the poet's description of Tintern Abbey?

How people see the world and their surroundings must influence the decision-making process. Thus we should be helping students to

become aware of their own and other people's values and attitudes. Assuming a degree of harmony, co-operation and acceptable behaviour in the classroom, no teacher should shy away from values education.

Described by John Huckle as the geography teacher's new frontier, the challenge of tackling attitude forming and value questioning classroom experiences should not be ignored.

Any new frontier will attract the opportunists whose efforts may not be in the best interest of curriculum development. However, the evolution of school geography in the past decade has produced great sympathy for and involvement in the interactionist model of teaching. Thus the scene is set and little prompting should be needed to explore the avenues of attitudes and values.

continued

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## Year of the kid

Kids in Other Countries series: Festival of the Full Moon in Bali. My Home is a Monastery in Nepal. Search for a Magic Carpet in Kashmir. Children of the Meo Hill Tribes. By Frances Hawker and Bruce Campbell. Bell Hyman. £2.95 and £1.50 each.

This is an eye-catching series in many ways, which begins with the inaccurate announcement in bold black letters on the back cover of three of the titles, that *My Home in a Monastery in Nepal* is the fourth book in the series! Neither this solecism, nor that of the series title, *Kids in Other Countries*, should put you off completely, however, for closer inspection will reveal that these are very attractive books indeed. All four titles are in limpback, landscape format and illustrated throughout with excellent full-colour photographs specially taken by the authors on location. These have been well printed, usually one to a page, and a short text of about 20 to 100 words accompanies them.

The authors conceived the idea of writing a series about children in other countries when they were staying on the island of Bali and at some stage envisaged this as "a project for the International Year of the Child" (or should it be "Year of the Kid"?). The Australian origins of the series no doubt helped to indicate the choice of countries - Bali, Nepal, Kashmir and Thailand - which otherwise appears unduly restricted in scope and appeal for British schools.

Presumably the authors intend the photographs to be the principal source of information about the culture and environment of the people portrayed in each book. However, instead of writing a series of short informative captions, they have chosen to write a story round each set of pictures. So Hanifa and Shueta try to find a magic carpet in Kashmir, Kerut goes to the Festival of the Full Moon in Bali, Ang Daw becomes a Buddhist monk in Nepal and Suse goes to market with her grandmother in Thailand. On the whole this is well done and the photographs blend surprisingly well with the fact or fiction. Apart from one or two difficult words, such as "meditation" and "offerings", children of first school age will find the books easy to read.

Philip Sauvain



## The new frontier

continued

Many teachers have made excursions into the affective domain using games and simulations. A study unit I devised several years ago will suffice to point up how values and attitudes can be incorporated with a variety of skills and techniques, the whole being approached through a study of hydroelectricity, a topic acceptable to most teachers.

The study needs to be firmly rooted in a local, regional or national setting so I chose Tasmania. Energy resources are dominated by hydro power in the island state and may be related to the physical and economic background. There is abundant general literature, the state's Hydro Electric Commission (HEC) produces superb material

and my own contacts on the island keep me informed of developments, especially the conflict situation which has existed for some time. Newspaper clippings from abroad can make a strong impact on students. Another advantage is that islands are such manageable study areas and Tasmania is bigger than Switzerland.

Less than 30 power stations have been or are being built on the island, apart from the usual capacity such as gas turbines for emergency. Two of the earlier ones have now closed and there is only one thermal station (fired by imported oil). The centre of power generation has gradually shifted northwards and westwards as the island's potential has been developed. Topographical diagrams can be drawn to both simplify and help understanding of the several developments. Growth of the power system can be plotted

from chronological data and the significance of average and peak loads appreciated. Man's interference with the island's hydrology can be studied and it is worth looking at the rainfall variability. Between July 1967 and May 1968 the island's reservoirs were less than 20 per cent full for no less than seven months. This is an essential point since many students regard hydroelectricity as a virtually problem free source of energy. It is also salutary to generate involvement in the Gordon River Power Development issue.

Until the mid 1960's, every proposal to develop hydro electricity in Tasmania had been passed without opposition. But the steadily growing conservation lobby caused a fascinating conflict over the Gordon River scheme. It was and still is a contentious issue and I was able to obtain a great deal of background

information, including the work of a geographer who had been threatened with legal proceedings by the HEC if he published his paper. Students were exposed to a series of news items related to the story. These items were in date order and marked significant developments starting in 1953 with preliminary hydrological work and ending in 1973 with federal recommendations. Each student was allowed to write down his or her reactions to the news items, which were revealed one by one. Students could write down exactly what they wanted and were encouraged to lay bare their attitudes and values.

The Gordon River story is almost epic and the items are full of political dealings, appeals for preservation of aesthetic views and a unique lake, an advertisement war in the Australian press, loss of life, petitions, resignations... and full of

ironic moments. Thus it can be strain upon attitudes to power development in one of the world's wilderness areas. A variety of follow-up work helped the teaching group to clarify their own and other people's points of view. By the way Gordon River Power Development stage 2 has just begun! David Balamy was ready to risk jail in his efforts to save the Franklin Valley. My hope is that geography teachers will become active at the humanistic frontier and enrich their classroom experiences in this way. We have had economic man, optimizers, satisficers, partial optimists and the least regret criterion. So why not human being?

Geoff Dinkels is Head of Humanities, Cricklade Tertiary College, Andover.

# Putting maps on the mat

By Philip Sauvain

Over the years it has been my lot to review scores of geography books for primary and secondary schools. Like most readers my eye is first caught by the illustrations, and in particular, by the maps. Since these carry much of the geographical information in a book, it is understandable that the impression they give helps to colour the view of the book as a whole.

Increasingly, however, favourable initial impressions of a book or series, have been marred by the subsequent discovery in these maps of elementary errors, gaffes or omissions. This has been a particular source of disappointment in the case

of atlases specifically designed for children, where slipshod proof reading, or inadequate control over map content, have flawed books which might otherwise merit firm recommendation.

Maps were traditionally objects of classroom veneration, to be traced or copied by children. They still have an essential part to play in geographical education, provided the point, line and spatial distributions they show are as accurate and as precise as possible. But recent experience seems to suggest that, if you want to find the weaknesses in a new atlas or textbook, look at its maps first of all.

Errors can be found, even in the glossy productions of the most illustrious of publishing houses. For instance, in an expensive, produced, new junior geography series, a map of Brazil on one page has been drawn so that the Amazon (3,900 miles long) actually appears to be shorter than the Sao Francisco nearby, which is 1,800 miles long!

A secondary school textbook contains a map of Europe's industrial resources which seems to confirm Arthur Scargill's worst fears: a new atlas or textbook, look at its maps first of all.

not to "forget the islands near the coast".

When I first started to teach, it was axiomatic that a map for children ought to be capable of bearing the title "A map to show...". What was the map's purpose? What objective did it hope to achieve? Would that the precision of such an inquiry had been forced upon those responsible for the design of some recent children's atlases. Excellent production values have been spoiled by failing to pay enough attention to map content.

I can think of several recent instances where the choice of towns shown on a map of Britain doesn't always bear a direct relationship to their actual importance as urban centres. On one map in a lavish new colour atlas for children, only two towns (Cambridge and Lowestoft) are shown in East Anglia. By contrast, another children's atlas uses a large dot and corresponding typeface to indicate only one East Anglian town (Great Yarmouth).

What are children to make of these maps? It is surely not unreasonable to assume that they will regard the towns marked on the map as being among the most important in Britain? Yet Norwich, the centre of the largest conurbation in East Anglia, and its regional capital, is shown on neither map.

In yet another children's atlas, produced by a distinguished academic publisher, an extra-large, double-page map of the British Isles, entitled "Where do you live?", marks and names the tiny Scottish village of Lochinver (population 283) but fails to name the city of Leicester (population 277,000). Leicester is doubly unfortunate, since it is also omitted from the

lavish children's atlas referred to earlier, even though space is found there to mark and name the Cornish fishing village of Newlyn (population 1,000). Quite why Newlyn should be chosen in preference to Penzance (population 19,000), only two miles away, remains a mystery. The same map also delineates the narrow coastal road of Sutherland, but fails to show either the M11 or the A1 from Newcastle to Edinburgh.

Sometimes it almost seems as if places or features are shown on a map in order to fill empty spaces which would otherwise appear devoid of interest. To the geographer the absence of such detail is in itself as informative as its presence elsewhere on the map, provided that the distribution is even-handed.

Even worse is the omission of significant information in the quest for clarity of presentation. If the map legend on an atlas map indicates a specific symbol for a feature, such as a mainline railway or main road, then the map-user has every right to expect, or even assume, that all such routes will be shown, and not merely those which the cartographer has thought fit to include.

Clarity of presentation can be achieved by other means, such as the use of different colours, symbols, and varying styles and sizes of typeface for the map labels. It should never be achieved by arbitrarily omitting places or features which are of equal or greater significance than those already shown. Indeed the density of such features on a map is a fact of equal importance to their absence elsewhere.

The design of the new atlases is invariably colourful and pleasing to the eye. With this there can be no quarrel. But please put the cart back in cartography!

## Last decade

Signposts for Geography Teaching. Edited by Rex Walford. Longman £4.50. 0 582 35335 1.

Signposts for Geography Teaching is a collection of papers by teachers, lecturers and inspectors, who met in 1980 at Charnsey Manor to exchange ideas concerning the development of the subject over the last decade, and to provide guidelines for possible future developments over the next. In a sense the book is a sequel to New Directions in Geography Teaching published following a similar conference in 1970.

The book begins by outlining 12 teaching units, developed in the seventies which give some indication of the kind of work undertaken in the subject. This section provides a useful yardstick for geography staff who wish to appraise their own work over a similar period.

The second section examines and appraises changes which have taken

place over the last ten years. Here the readers will find useful comments on the role of quantification, changes in syllabus content in examinations and - perhaps of major importance - the role of geography in relation to the "curriculum" debate. This section ought to be read by at least one member of a geography department and its contents disseminated not only to other geography staff but also to senior staff involved in curriculum development to ensure that the current content of school geography is appreciated.

In the third section, the emphasis is on the future, the various contributors examining the ways in which certain aspects of the subject may develop, including: the Marxist approach to geography, the role of further forms of technology in the classroom, and changes in style of evolution. The value of the papers lies in the potential for exciting discussion within geography departments, as plans are made for the coming years.

A Chapman

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# Advice on throwing the dice

Work Experience in Secondary Schools. Edited by John Eggleston. Routledge & Kegan Paul £8.95.

Work Experience and Schools. Edited by A G Watts. Heinemann Educational Organisation in Schools Series £9.50.

It is ironic that two substantial hardbacks on work experience and schools should appear simultaneously at the very moment the whole system is to be jolted into something new and strange by the Youth Training Scheme. It is clear from both these books that since the Great Debate, some schools at least have included work experience in their programmes for 15 to 16 year-olds. Their motives for doing so have varied, as have their methods; often, work experience has been seen as a motivator of the less able, rather than a learning experience which could benefit the whole ability range or the whole curriculum.

Nevertheless, work experience for pupils has been tested, tried and found valuable. The more real it is, the more valuable in terms of extending pupils' skills, developing their self confidence, and motivating them to work harder at school because they at last see some connection between school life and work life.

With all the pressure from governments, inspectors and employers to make the 14-16 curriculum more

"relevant" to life after school, the publishers must have reckoned they were on to a winner. What they did not reckon with was the presence of each other, not indeed the sudden change of emphasis brought about by the advent of YTS and NTVEI. As it is, the books are superficially at least, embarrassingly similar, though Eggleston quotes Watts extensively but not Watts Eggleston. This shows, I think, Watts more considerable first hand experience in this field over a period of time. Both editors are accomplished and methodical researchers, but Watts has the edge both in the title (much more logical), in the way he reflects upon and makes sense of each section of the book, and in the wider range of ideas on which he draws.

Eggleston's first chapter gives a clear and coherent view of the field, both historically and methodologically. What a pity he did not do a similar concluding chapter. The rest of the book consists of blow by blow accounts of why and how various work experience schemes run; examples are international - Australia, USSR, Ireland and Wales - and modes vary from the orthodox "sending out" through setting up companies, design projects, simulated work experience. Detailed examples of "in house" memos, forms, letters to parents and employers are included. The case studies could be helpful to teachers who have not thought much about principles or practice up till now. They are, however, retrospective

and relate more to the stage of curriculum and economic development we have just finished than to the one we are just entering.

Watts' book is solid, sound and stimulating. He attempts throughout to link the various contributions to each other and to future possible developments. The seminal work of such bodies as Trident, CRAC, The Schools Industry (Schools Council) project, the Grubb Institute, is explained and put in perspective. Examples also given of individual school efforts. There is some attempt to look at the effects of the Youth Training Scheme on the secondary curriculum and on work experience for school pupils. There is also a systematic and well illustrated review of alternative approaches to work experience, such as students own part-time jobs, simulated production units, business games, work visits, and uses of adults other than teachers. Additionally, there is a solid list of references, resources and useful addresses which the first book lacks. The Heinemann volume is impressive in detail and in breadth.

However, neither book comes to terms with the kind of situation we now find ourselves in, for example, at Cranford where for the last two years we have sent the whole fifth year out on work experience for three weeks, simultaneously, through the Project Trident scheme. We are very pleased with the effects of the work experience on the pupils' learning, morale and understanding.

However, we are unlikely to be able to continue this practice (1) because other schools in the borough are making a similar demand on employers, (2) because next year we hope to have a hundred or so sixth formers doing pre-vocational courses of one kind or another. They will also need work experience placements in addition to all the simultaneous and related experiences we can offer in school. Yet simultaneously, many of the work experience placements are drying up and turning into YTS. This kind of dilemma must be mirrored throughout the country.

How can schools include work experience as part of the proper planned progression of learning from 14-18 when employers are themselves under such pressure from NTT, etc? Do we need, in fact, a national policy in this, with some incentive for employers to take part, to save the time and trouble each placement takes? Do we need to rationalize our resources for offering "on the job" training for 14 to 19? Must we keep the present terrible divide between educational and training, learning and working, experiencing and earning? Why cannot we have a rationalized, coherent policy which caters for all abilities? In the meanwhile, the question of work experience is a lottery. For practical advice on how to throw the dice, read these books: if you must choose, choose Watts.

Anne Jones

## Poète maudit

Baudelaire the Damned. By F W J Hemmings. Hamish Hamilton £15.00. 0 241 10779 2.

Imagine, if you can, coming across *Les Fleurs du mal* for the first time, totally unprepared and with no knowledge of its author or its influence. Assuming that your French was adequate and your sensibility attuned to the music of the verse, you would feel as the first continental readers of Byron felt, that you were in the presence of a man whose weariness and pain had been distilled into the unrelenting poignancy of his art. In Baudelaire's case, you could hardly be more right and, your impression confirmed by some later study of the poet, you would probably take the next step of thinking that the life could give you a profounder appreciation of the work.

Of course, it can't; but literary biography tends towards that assumption and Professor Hemmings, as his apparently melodramatic title suggests, orientates his narrative around a particularly fruitful theme: the poet's conviction that his whole existence was tainted by a malediction for which he even tried to find hereditary causes. The idea is certainly expressed in the poetry and, long before Verlaine coined the phrase, Baudelaire had enrolled himself among the *poètes maudits*.

His certainty of this predestined damnation was different from Virgil's idea of the poet at odds with society; it could not be remedied by an Arts Council grant to relieve Chatterton in his garret. Nor was it related to the belief, current in the early nineteenth century, that a scientific age heralded the death of poetry or, as one critic wrote, misery for "those exceptional souls whom nature, mistaking their time, has endowed with the needs of poetical genius". It was a personal, not a political conviction and Baudelaire, in so far as he was conscious of his age, does not seem to have doubted its ability to recognize itself in him, despite its faith in scientific progress. *Hypocrite lecteur, mon semblable, mon frère!* He expected the attacks on his book with

indignation, claiming that he expected not only acquittal from the charge of obscenity for which it was prosecuted, but a full apology. Towards his work, he showed none of the self-doubt that was one of its themes.

So, even as he reads *Les Fleurs du mal*, the biographer is lured into asking his biographer's questions ("who?", "where?", "when?") and supplying his biographer's answers, appealing to the work to solve some problem connected with the life. To judge by the poems he wrote for her, the demands he made on Jeanne were not often sexual in the narrowest connotation of the term. How irritating for him that this superficial self-revealing poet should, for the sake of mere art, have found it necessary to cover so many of his racks and disengage a universal message from each lived experience!

Professor Hemmings is illuminating on Baudelaire's relations with his mother and with Jeanne Duval, and as confusing on his politics as Baudelaire himself. He explores and familiar demons in a way that makes them accessible to the English reader and from a point of view - that of the poet's "damnation" - which was also Baudelaire's. He surely does not intend that the 22 poems or fragments that he quotes at any length (in verse translation, with the original in an appendix) should be thought of as simply incidental, as vignettes to ornament this interesting, though often painful story. But it is in the nature of his approach that they are bound to seem so, especially since the translations suggest a daring, but minor contrast to the *Yellow Book*: "When a black slab shall crush your bosom's grace... etc."

It should go without saying that what matters about Baudelaire is what matters about Professor Hemmings' book invites anyone to read it or re-read *Les Fleurs du mal*, it will serve a purpose. It is a good one: as biographies go, it is a good one. But no biographer can see Baudelaire as clearly as he saw himself. Baudelaire as clearly as he saw himself, or tell so much about him, or so well. And, somewhere far beyond all that, there is the poetry. Robin Buss



"The key to defining camp lies in reconciling its essential marginality with its evident ubiquity, in acknowledging its diversity while still making sense of it." Tim Mark Booth, in *Camp* (Quartet £12.50), an extended and revised edition, faced with a marvellous collection of historical illustrations, which proves the futility of any such enterprise. Above, Prunty and friends.

The Family and Social Change, a study of family and kinship in South Wales town by Colin Rosser and Christopher Harris (RKP £4.95) has just been republished in a revised edition: this text for students of social policy methodically and concisely presents the issues and offers extensive references for further reading.

Issues in Social Policy, by Kathleen Jones, John Brown and Jonathan Bradshaw (RKP £4.95) has just been republished in a revised edition: this text for students of social policy methodically and concisely presents the issues and offers extensive references for further reading.

## Equal terms

Partnership with Parents. Peter and Helen Miller. NCSE Developing Horizons in Special Education 2 £1.00. 1, Wood Street, Stratford-upon-Avon, CV37 6JE. Tel: 0789 205332.

All parents would agree that their role involves teaching, but not all teachers would agree on the extent to which their role implies equal involvement with the parents of the children they teach. The Millers' monograph on such partnership - chiefly in ESN(s) and (m) schools - advocates the "consumer" model to advance the cause of such an equality. This can be practically defined as the professional providing the parent with a mould of practical information and skills into which their children's needs can be put. It is assumed that on this basis a more effective reply to such special needs will result.

Yet no evidence emerges from this survey of recent research that any more effective reply to the needs of handicapped children has specifically resulted from working more closely with even the most cooperative parents. The authors are commendably frank in stating this. Their account of the HARC research, such as Cunningham's (1981) and the Anson house project, as well as Whelan's well-known research into school leavers, abounds in such statements as "It is dangerous to assume that it will always be possible for parents to adopt a teaching role with their child." "Even if direct parental involvement in social independence programmes is likely to be beneficial to the adolescent, how appropriate is such involvement from a normalization point of view?" Most important of all is the finding of Gardner's, as yet unpublished, research into parent workshops in Walsall. "She found that teaching at home lacked direction and consistency until the school had worked out a detailed curriculum for the school as a whole (my italics) and an individual programme for each child". (Whether or not individual programming need be pursued with an "all-in" vigour does not affect the obvious point she is making here.)

In other words, where teaching is already effective, because the school is being managed effectively, parental involvement becomes a reality. Where parental involvement is pursued as a separate aim (and in the case of parental workshops, a somewhat "faddish" activity), it is not clear at all that any marked changes in what parents do at home or what the children achieve can be brought about. Whither then, the consumer model and its goal of equal partnership? In terms of the above conditions of effective schooling, parents and teachers are partners. Only the scandalous neglect of parents' interests by educational administrators, health authorities and other services in the recent past has led to the currently critical opinions reported by the Millers. Parents look for effectiveness in teaching, accountability in assessment and qualified counselling for their own emotional and social difficulties. We have the theoretical knowledge to accomplish this. Only the vested interests of professional working practices and the total neglect of qualified teaching counselling in all services still make it stupefyingly difficult to bring this knowledge to practical reality. At least there will be no excuse for being uninformed after the publication of this exceptionally competent survey.

Duncan I McGibbon

## Next week

Fiction: David Self on Bernard Maclean's new novel *Cal*, Marion Glendonbury on Elizabeth North's *Ancient Enemies*; David Nokes on new Penguin editions of Swift, Skelton and Blake. Harry Judge on education and information technology; English textbooks.



## BOOKS

## Experimental stage

Introducing Science series. By Sylvia Jackson. 5 Change. 6. Heat. £1.35 each. 9. Electricity. 10. Magnetism. £1.50 each. 11. Structure and Function. 12. Our Environment. £1.65 each. Teacher's Guides. 5/6. £1.80. 9/10. 11/12. £2.00 each.

Blackie.  
Reading About Science series. 1. Units, living things, and energy. 2. Substances, solutions, cells, seeds. 3. Heat, electricity, and electromagnetism. 4. Gases, acids and the Earth. 5. Senses, forces, and transport in living things. By Gerry Coyle. Arthur Cumming. Don Foster. Stuart Kellington (Series editor). Alasdair Macdonald. Ian McFarlane. Alison Mitchell. Bob Sparkes. Heinemann Educational £1.60 each. Omnibus pack (1 of each book £7.50).

The Science Book. By Sara Steln. Heinemann. £4.95.  
Franklin Watts Science World series. Chemistry. By Derek Walters. Geology. By Douglas Dixon. Franklin Watts £4.25 each.  
Energy series. Future Sources. By John Satchwell. Homes and Cities. By Colin Moorcraft. Transport. By Mick Hamer. Franklin Watts £3.99 each.

Introducing Science is a complete course of twelve children's books with a teacher's guide to accompany successive pairs of topics. Each book takes a specific theme, such as heat or change, and presents scientific information in the form of a sequence of experiments under the headings Activity 1, Activity 2, and so on. These are misleading, in that the singular is used for what are sometimes sequences of tests or even two or more experiments using different materials. The activities themselves range in difficulty from simple experiments, such as using salt and vinegar to clean dirty coins in Book 5, to copper-plating in Book 9 and making a rain gauge in Book 12.

The books are admirably clear, with a well thought out sequence of operations for each activity, clearly laid out (and clarified where necessary in the accompanying teacher's guides). Small drawings indicate the materials and equipment needed for each activity and these are also used in "do it yourself" fashion to explain the necessary stages in each experiment. The teacher's guides also list the materials needed, and in general these should present few problems for the middle school teacher. This is a sound and dependable series; but rather over-priced when compared with *Reading About Science*

which offers a larger format, 48 instead of 32 pages, and a profusion of full-colour photographs, graphs and diagrams as well as those in black-and-white.

Heinemann Educational's publicity brochure for *Reading About Science* is rather off-putting, since it gives the visual impression of a series dominated by colourful drawings featuring cartoon characters. What is more the extract provided, of a piece of fiction about John and Mary elucidating the concept of evaporation, is all very fine - except for the fact that it is only typical of two of the other 46 pages in Book 2! The majority of the double-page spreads in all five books are much more conventional, and none the worse for that. The series has been developed to provide a rich resource of reading exercises and homework assignments which support introductory science courses. It features an interesting system of grading the text without having to make the earlier books elementary compared with the later titles. Instead, each book is graded internally with some chapters signposted as being more advanced than others. Each chapter has been given a grading (clearly indicated in the list of contents) rating the readability of the text from one star "easiest" to three stars "most difficult". The rating system also shows how much knowledge the pupil needs before tackling each chapter, from a "very little" to a "quite a lot".

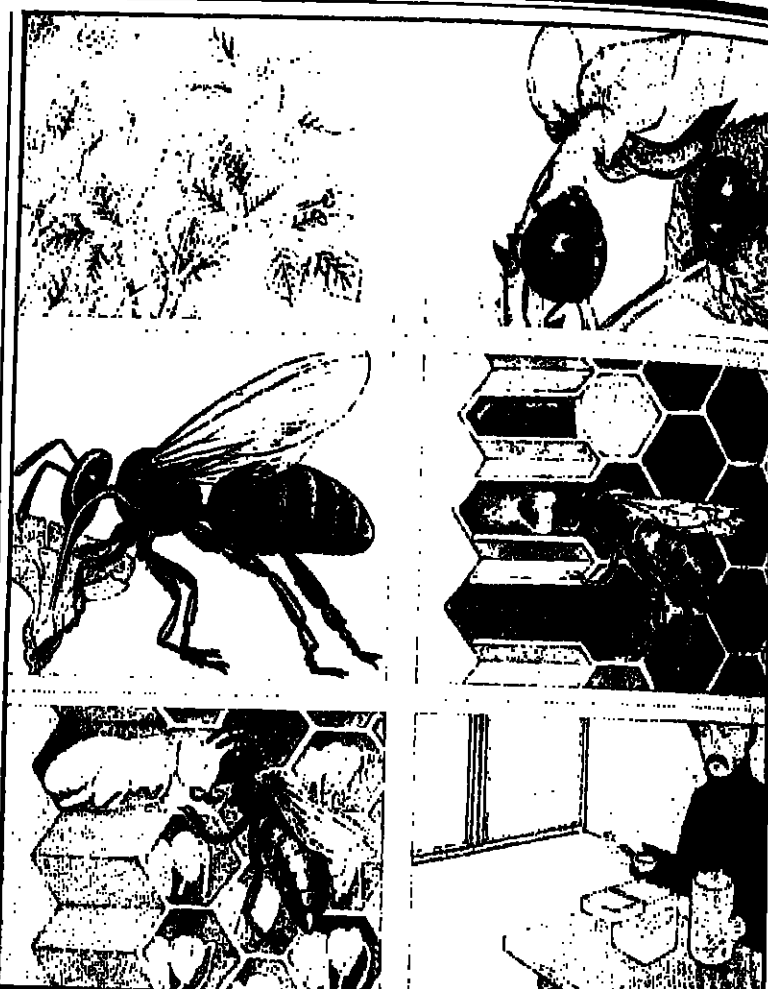
At all times the authors have taken pains "to relate science to the world outside the classroom and to stimulate critical reading skills". A good illustration of this can be seen in Book 1 where a section on energy has a spread about Nuclear Power. "Do we need it?" asks the text and then pits the arguments of Arthur Scargill and Professor Martin Ryle on the one side against those of Frank Chapple and Professor Fred Hoyle on the other. Needless to say, this section gets the highest rating of C and three stars, but at least it is there for use with pupils able to understand and evaluate the principles at stake.

If the publicity for *Reading About Science* seems to underplay its solid excellence and scientific worth, no responsible for the cover of *The Science Book* with its subtitle *A Feast for Young Science Explorers* and back-page promise of "A fantastic 288 pages packed with facts, fun and experiments". Admittedly the "fun" includes an item on extra vitamins headed "the costliest urine in the

world" and a pair of rather uncomfortable photographs showing the dissected corpse of the cuddly squirrel rather than the conventional rat. However the latter is hardly novel, since the text has successive topics on "Ratty Facts", "Raise a rat with high IQ", "Rat math" and "Incredible rat statistics". By now you should have a fair idea of the direct, chatty, "no-holds barred" approach to the communication of information to the young. The text is extremely well written, being clear and stylish, yet always providing food for further thought. If anything, it is ill-served by its photographs and diagrams which do little to enhance the appearance of this very recommendable book.

It is certainly remarkable value for money when compared with the two books in the *Franklin Watts Science World* series, for instance, which are 85 per cent of the price but only 13 per cent of the length. *Chemistry* and *Geology* both have the advantage that they are in large format and full colour, but in only 38 pages it is neither possible nor feasible to attempt to do justice to subjects so vast in scope and detail. The style of the illustrations seems to suggest that the publishers are aiming at the primary school library market but the text of *Chemistry* is far too advanced - as in this explanation of radioactive elements "those which have a naturally unstable atomic nucleus. In the case of radium, two protons and two neutrons bonded together - an 'alpha particle' - break away from the nucleus". Yet earlier in the book a section on "Gain" is illustrated with a drawing of a boy "eating an egg". *Geology* benefits rather more from being constricted and this could prove a valuable, if expensive, addition to the library. The other *Franklin Watts* series, *Energy*, is somewhat similar in presentation and format. The back cover claim that this is an "exciting new series" hardly seems justified by the titles under review. They are certainly very attractive to look at, and in full colour, but the text does not encourage the reader to dip further into the book, as it does in Sara Stein's *The Science Book*. The level is rather too advanced for the primary school and I find it odd, that in a series so admirably concerned with future trends, an author can write in 1982, that the Eskimos use ice blocks "to make igloos", implying thereby that this is their normal housing.

Philip Sauvain



What do ladybirds feed on? How do bees make honey? If you took the bees' honey away, would they die? Wild Animals, in the attractive 'Tell Me About' series for young children from Collins (£3.50), provides clear and simple answers. Other titles: Things At Home The Earth and The Sky, (£3.50 each); My Body and How It Works (£3.50).

## Behaviour

Ethology. By Robert A. Hinde. Oxford University Press £9.50. 0 19 520370 4. Fontana £2.95. 0 00 636237 0.

The earliest ethologists were our prehistoric ancestors: to be successful hunters and survive they had to know animal behaviour. Once regarded by many as "disreputable natural history" ethology has become respectable and much developed since the war, and as Professor Hinde has pointed out is today important in research in biological and human social sciences. It is in the fringe area between the various disciplines, in which special problems arise but where some of the most interesting developments take place, that the author has attempted to establish bridgeheads.

R C Vernon

## Terminology

A Language of Its Own. Key Definitions in Chemistry. By Ronald C. Denney. Muller £3.95 net.

In his book, Dr Denney gives explanations and definitions of over 200 chemical terms, and covers many of the important principles up to, and even slightly beyond A level. The terms are arranged alphabetically, with cross-references, and there are some line drawings. The explanations are lucid, and, at about half a page, long enough to give the reader a basic understanding of the concepts. The text does however seem to be directed to the average student, and so unfortunately this book may be of limited use in the sixth form library.

Chris and Pat Mason

## Children's literature

## Lure of a prize, terror of a trap

The Ghosts of Greywethers. By Charlotte Goodings. Hodder and Stoughton £4.95. 0 340 28607 5.

What Beckoning Ghost? By Kenneth Lillington. Faber £5.25. 0 571 11959 X.

Ghost in the Water. By Edward Kestrel £4.95. 0 7226 6471 0.

"Are you prepared to encounter all the horrors that a building such as 'The Old Rectory' may produce? Have you a stout heart? Nerves fit for sliding panels and tapestry?" The ingredients of Gothic romance have changed little, since Henry Tilney teased Catherine Morland about the lurid novels she had been reading before her visit to Northanger Abbey. The recurrence in ghost stories of macabre archetypes, familiarly furnished, should not surprise us. Locked attics, drawn veils, ancestral portraits and lost heirlooms hint at the risk and guilt of sexual secrets guarded by parental authority. For girls, destined to attain possessions by being possessed,

the unexplored house holds both the lure of a prize and the terror of a trap. Dare to look inside and privacy is violated; forbidden thresholds are crossed, souls broken, rumours verified, innocence destroyed.

The fascinating doom of fictional heroines often the victim's discovery of an immured and immolated predecessor, which Catherine found so spine-chilling and Henry so absurd was surely closer than Jane Austen concedes to what ordinary brides might actually expect. True, Catherine's darkest suspicions of the Tilney household prove groundless, but her own plight and prospects are fearsome enough. The Goperal has not, as it turns out, murdered his wife - she died from natural causes - but his habits of domestic despotism leave no doubt as to the marital tremble at the implications of puberty, and in the face of patriarchal power reinforced by wealth, catch glimpses of tormented nightmarish haunting bedroom.

Charlotte Goodings: *Installs The*

*Ghost of Greywethers* in a traditional setting of melancholy grandeur, a neglected Victorian pile bequeathed to the Wilsons by Great Aunt Maud, who, for lack of a husband, simply "mouldered away" in sequestered spinsterhood. Mr Wilson's tetchy moods, as the family moves in, are as nothing to the notorious, epoch-making rages of Greywethers' founder, the squire whose violent expulsion of gypsies from his land long ago incurred a hereditary curse. The male heir is most at risk, the younger brother strive to rescue Nick from the coils of a red-haired, Romany enchantress who can transform herself into a squirrel when it suits her venal purposes. High and low are socially reconciled and spiritual harmony neatly restored, as the loose ends of the plot are tied up around relics of the past: an oil painting; a silk dress; a china doll; tombstones; and stock-characters that are, I regret to say, faded with use and more than ready to be laid to rest.

The "malignant disease" of mother-love overshadows a father's

brutality in Kenneth Lillington's inquiry *What Beckoning Ghost?* After O levels, Emma escapes from home and tiresome Nigel to a more promising friendship with Dave, and a part-time job in the rural retreat of Marland Hall. Here she meets a sizzling wealth whom she recognizes as Emmeline, a housemaid and the provocative subject of several eighteenth-century portraits painted by the aristocratic young master before he was cut off in his prime by the French Revolution. The dire consequences of his unrequited passion - pregnancy, manslaughter and suicide - are traced with the help of neurotic Linda and psychic Marion, former servants at the Hall and witnesses of the apparition who shares with Emma and Emmeline herself the stigma of having rejected an unwanted suitor in the teeth of maternal opposition. The last word on the trouble caused by budding female sexuality is left to Mr Stanhope, a wise old antiquarian: "Young girls use their awful powers quite unscrupulously."

Rich mine-owner's daughter and a humble collier are the star-crossed

lovers whose fate is revealed by Edward Chitham in *Ghost in the Water*. The blighted Black Country with its network of canals, disused railways and collapsing mine-shafts is easier to believe in than the chain of coincidences and interlocking symbols, rings and samplers that link a Victorian tragedy to two teenage investigators. While flippant, sceptical Teresa penetrates the past with strange inspirations and insights, her growing fondness for David converts her to his faith, so that she finds in church the "white-gold peace" of promised resurrection.

Nowadays, it seems all the exorcism most ghosts need is a little voluntary social work and Christian burial. The supernatural is sanctified. Youngsters run into weddings and the clergy welcome the chance to pore over parish records for the sake of history-projects, ad majorem gloriam Dei.

Marion Glastonbury

## RESOURCES

## Space languages

Brian Hill looks at satellites and language teaching

For those language teachers still marvelling from their encounter with language laboratories, vain attempts to update their obsolete Philips 1500 video machines or cuts in the assistant programme, the announcement of a new broadcast satellite development may not generate much enthusiasm. Nevertheless the day is edging closer when we will be able to pick up virtually limitless amounts of raw authentic material.

A few receiver dishes are already in evidence around the country with the daily fare in Britain limited to Russian. A private company, Satellite TV Ltd, is broadcasting for 2½ hours a day in English to countries as far apart as Finland and Malta and it is planning to further increase its output in April.

On April 15, a significant development is due with the launch of a new satellite, the ECS, by the French. This will beam programmes from Antenn 2 to Europe and North Africa. The service is primarily meant for francophone countries such as Tunisia, but it will also be available in the UK. The signal will be scrambled to enable the French to keep some control over its use, but it looks as though licences will be issued without difficulty to educational institutions in the UK. The French will also be hiring out trans-

ponders on the ECS to German, Swiss and possibly Italian television, though the type of materials to be broadcast has yet been decided.

The possibility of using authentic material has already been explored with such BBC series as *Reportage*, *Téléfrance* and *Heute Direkt* and many teachers have successfully used these programmes. On the continent, it is commonplace to find serials equipped to receive programmes across the national borders. Here EFL schools are to the fore in experimenting, though there is little evidence of successful, systematic use in schools either here or abroad and certainly no accepted theoretical base from which to proceed.

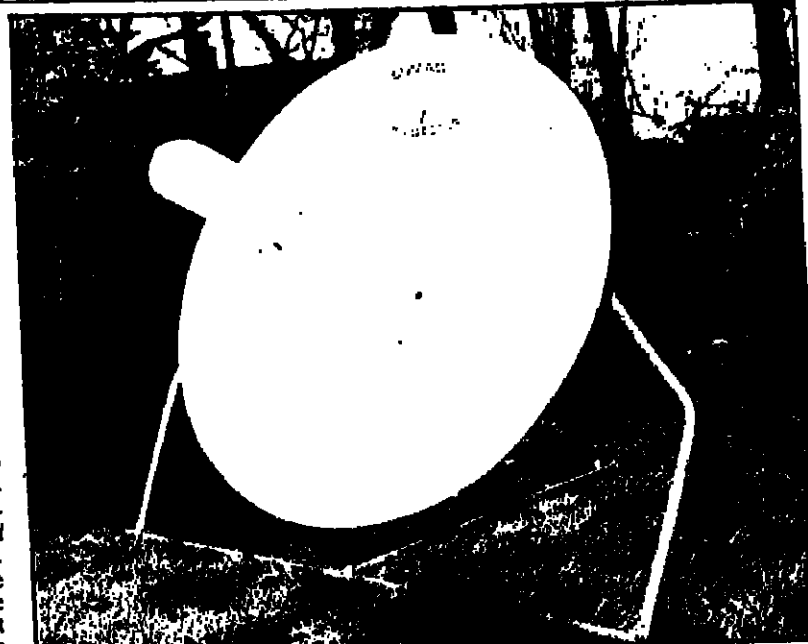
The availability of satellite television poses a problem and a challenge for language teachers. We must begin to think through how energetically to exploit virtually unlimited hours of television broadcast in the major languages successfully. Each category of programme - news, documentary, drama, sport, adverts, comedy, light entertainment - must be analysed to understand its technical, presentational and educational advantages or disadvantages.

The possibility of increasing the availability of programmes for self-access viewing in the library must be urgently explored and we must shar-

pen our techniques for practising listening and spoken skills based on authentic television. However we meet the challenge, one thing seems sure: by the end of the decade terrestrial broadcasting will be phased out, to be virtually replaced by international satellites and multi-channel fibre optic cable systems. A day's viewing which could include *Blue Peter* in Spanish, *Le Médecin Malgré Lui* and *Jeux sans Frontières* in French, *Horizon* and an England-Germany soccer encounter in German and *John Craven's Newsround* in Italian is just around the corner.

In the medium term plans are now well advanced for a new, more powerful generation of Direct Broadcasting Satellites (DBS) to be launched. The French and Germans are likely to be first in 1985 with the BBC and IBA following in 1986. Several private companies are also planning to take transponders on satellites, aiming primarily at the growing cable market.

Within a few weeks, therefore, we shall have a regular supply of authentic foreign language material and within three years a comprehensive range of programmes. There are, of course, particularly at this early stage, the technology is available, but only at a price. The market leaders in this



A receiver dish

country are Megast Ltd, 8, Poland Street, London W1V 3DG, and they offer a basic system including a 2.8 metre dish and demodulator for £3000. A more flexible, higher quality system costs around £5000. Megast also install and commission the equipment. However, it is expected that prices will come down substantially.

Moreover agreement has not yet been reached on how to control the distribution of programmes and how to finance the output. Private com-

panies and the IBA are looking to advertising, other corporations are thinking in terms of licences. The division of Europe into SECAM and PAL systems also means that special adaptations will be necessary. It may, therefore, not be as easy as we would like to flick through the channels, sampling French, German, Belgian, Italian networks at will. However, these are only short-term difficulties and certainly not reasons for language teachers to dismiss the development.

## Scientific structures

Philip Hÿtch on "Exploring Primary Sciences"

Exploring Primary Science 7-11, Unit 2. By Christine Brown, Christopher Brown, Roy Edwards, Tony Roberts and Beverley Young. Cambridge University Press £21.50 (inc. Teachers Handbook).

As with skinning a cat, there is more than one way to go about gathering science work in the primary school. For those who espouse the "readiness" tradition, the ideal route to learning is to start from children's actual, rather than assumed interests, very often as they are expressed in comments and questions. Success in this approach will depend on a number of factors, not least of which will be the teacher's own expertise and confidence in this area, coupled with the ability to marshal collections of appropriate materials and equipment at short notice so that exploration and experiment are not frustrated and enthusiasm stifled.

There are, of course, teachers who habitually operate in this way, who, alert for the seminal question, are prepared to drop everything and with the battery, "Let's see if we can find out" on their lips, direct the work of the class along the path to discovery. One can only admire this when it happens. Part of its attraction is in its very unpredictability, that absence of routine which children increasingly enjoy as they progress through the primary school years.

However, most primary teachers are unable to operate in this way, even if they wished to do so, at any rate in this particular area of the curriculum, and they readily come the support of a "carefully structured scheme, whether this be a series of workbooks or, as in the case of *Exploring Primary Science*, a pack of work-cards. There is in fact a very wide selection of both sorts on the market and many good examples have received reviews in this journal.

Nevertheless, there is a sense in which all such material invites children to search for solutions to problems which either have never occurred to them, or if they have, are not of particular interest to them at the moment. When one comes to think about it, practically all school learning is like this. Ah, well...

*Exploring Primary Science* certainly claims to be not only comprehensive in its coverage, which it is, but also extremely versatile in its application. One can imagine many situations in which a teacher would be able to make good use of the package in selecting cards to illuminate interests which had arisen in the classroom, spontaneously or otherwise. In addition, or as an alternative, the package may be used as the staple diet in science, the children working steadily through, either individually or in groups.

The workcards are nicely sequenced and arranged in terms of themes and conceptual difficulty, and there is adequate background information for harassed teachers in the form of special teachers' cards as well as in the admirable Teachers' Handbook. The range of topics is considerable and their treatment should provide a very sound introduction to the procedures and disciplines of science.

As I have noted, there are numbers of similar schemes now available, though naturally enough the publishers in each case claim to have produced the ideal package. One tends in the end to take into consideration such factors as price, general attractiveness, ease of storage, durability, the availability of materials suggested, and the degree to which the package is teacher proof. On all these criteria the *Exploring* series does well.

When I reviewed the Unit 1 some months ago I remember being not especially attracted to this way of presenting science to children. But I am persuaded, against my scientific inclinations, that seven-year-old children may not be so offended. The illustrations in Unit 2, aimed at around eight years, are uniformly good as far as the science content is concerned, while the characters designed to involve and amuse the children are a good deal more pertinent and less twee. Many in fact depict human beings.

When all four units become available (by January 1984 according to the blurb), *Exploring Primary Science* will represent a strong contender in the field and a significant contribution to the task of providing primary teachers with the resources to teach science in the way that suits them best.

## Through a lens

by Liz Heron

Exploring Photography: Darkroom and Lighting. Four filmstrips, with handbook, each £4.75. Four cassettes, each £2.60. Compiled and annotated by Richard Greenhill; photography by Sally and Richard Greenhill, 197 Kensington High Street, London W8 6BB.

These four filmstrips with accompanying handbook and optional cassettes make up the third section of the *Exploring Photography* series. The series covers all aspects of photography in such thorough detail that it could provide the backbone of a CSE, O and A level course. It is designed precisely so that it can be adapted to different levels, either used in its entirety, in sections, or with single filmstrips on their own.

The first three titles in the series deal with the history of photography and its role today; five deal with the basic mechanics of using the camera - exposure, choosing a subject and learning rudimentary techniques; while these three concentrate on darkroom work and lighting.

One outstanding virtue of this series is that it can be used by teachers who themselves may have only a limited knowledge of the only a limited knowledge of technical processes involved, and this also makes them suitable for non-exam work. Implicitly acknowledging that resources are often limited, the text contains suggestions for cheap alternatives or for existing household or classroom materials to be pressed into service in the darkroom. There's a special section in the notes for teachers on setting up a darkroom.

Filmstrip One is on "Developing Black and White Film". This is the most mechanical of all photographic procedures, demanding strict adherence to routine, and unwavering concentration. The while business of loading the film from the camera into the spirals and the tank, mixing and adding developer at the right temperature and for the right length of time, washing and fixing, is illustrated and detailed with precision and with caveats about what not to do.

Filmstrip Two goes on to the more creative activity of making prints. The basic procedure is described and the filmstrip also illustrates the technical choices that can make all the difference to the quality of a print, as well as explaining some darkroom devices to get the most out of a less than perfect negative.

Filmstrip Three covers flash, which for many photographers can be such a technical stumbling block that they give it a wide berth and look for other ways of overcoming lighting problems.

Finally, Filmstrip Four, "Understanding Light" explores how different kinds of light and shadow give shape, texture, hardness or softness to people and objects photographed and shows how much the choice of lighting can alter the meaning and the message of the image. Each suggestion in the handbook is followed by a useful and detailed list of practical project suggestions. This one in particular offers enormous scope for creative experimentation.

The strength of this is that, while its clarity and absence of mystification inspire confidence in the would-be photographer, it also presents photography as a great deal more than a mechanical process. Due attention to the importance of technical control is combined with a stress on sensitivity and awareness of how photography creates particular meanings.



A delightful songbook on the theme of animal conservation has been produced by Boosey and Hawkes in conjunction with the World Wildlife Fund. *Sounds Natural*, as the book is called, is the result of a competition run by Boosey and Hawkes and the Fund which invited young people between the ages of seven and 11 with or without help from their teachers to write, perform, record and submit on tape a song about an endangered species of animal or plant.

The entries were judged by Avril Dankworth, music educationalist, Steve Race, musician and broadcaster and John Hooper of the Guildhall School of Music.

Some of the best entries are contained in this book along with notes on conservation and illustrations by David Price (see above). A record and cassette of the songs sung by children from the American School is also available.

Some of the music is quite exceptional and the songbook would make an excellent component for a project on wildlife as well as providing some good pieces of music for music lessons.

The songbook costs £4.95 and is available from Boosey and Hawkes Music Publishers Ltd, 295 Regent Street, London W1R 8JH. The record or cassette, entitled *Save the Animals!* is available from the World Wildlife Fund, Save the Animals Record, 3 Headingley Mount, Headingley, Leeds LS6 3EL.

## Correction

In our issue of March 11, the educational toy Maxmet was said to cost £1.00. It does in fact cost £1.90. The toy is available from Tower Tech.



# Lenses, symbols, moles . . .

Royston Sellman reviews physics programs

**Five Ways Software**  
Published by Heinemann Computers  
Reviewed on a 56K RAM 380Z with  
Black and White monitor and High  
Resolution Graphics Board.  
Contents: 1 copy protected floppy  
disc; 1 A5 Teacher's Booklet of 27  
sides  
Requires: Minimum 32K RAM  
380Z with disc and HRG Board.

The program for this unit is capable  
of displaying both standard and  
general light ray paths for five differ-  
ent optical elements: convex and  
concave lenses; convex and concave  
mirrors; plane mirror.

It is complex but robust (ie it will  
not "crash" in class) and has many  
options but is inflexible. The program  
could be used in both physics  
and biology teaching and while,  
educationally, its content is not too  
demanding, in terms of use it is very  
demanding indeed. This means that,  
as it says in the booklet, the unit is  
best used as a teacher operated de-  
monstration and is really not suit-  
able for individual student use.  
Furthermore the unit contains no  
students' notes.

For demonstration use the teacher  
would need to spend some hours  
becoming familiar with the opera-  
tion of the program to avoid con-  
fusion in class but this effort would be  
rewarded by some unique and high-  
ly motivating displays such as the  
dynamic variation in height (and  
thus magnification) of an image with  
the motion of the object. Virtual  
images can be seen switching to real  
as the object moves past the focal  
point and graphs of all the impor-  
tant mathematical relationships can  
be displayed at the touch of a but-  
ton. Pressing the ESCAPE key will  
call-up some useful HELP screens.  
The accompanying booklet, which

is absolutely essential for running  
the program, is clear, if a little  
cramped, but there is no back-  
ground or subject related material  
and no suggestions for related  
laboratory work. Of course, this  
should be easy for individual  
teachers to devise.

Finally this useful pack contains  
no program documentation and in-  
stead the program should prove im-  
pervious to all but the most dogged  
tinkers. The producers' anxiety  
over software piracy have led them  
to this approach; but the growing  
band of teachers who like to cus-  
tomize their software should be aware  
that in this case they can't.

**Young's Slits**  
Contents: 1 copy protected floppy  
disc; 1 A5 Teacher's Booklet of 12  
sides  
Requires: minimum 32K RAM 380Z  
with disc and HRG board.

This unit contains a program which  
produces a dynamic display of the  
combination of two coherent waves.  
The waves come from slits whose  
separation may be varied. The wave  
amplitude may be varied and the  
sum of the waves and the effective  
intensity at a screen can be plotted.  
Other parameters that can be varied  
are the wavelength, the distance to  
the screen from the slits and the  
position of the slits relative to the  
centre of the display.

The program is very simple to use  
and the display clear. It would be  
ideal for teacher demonstration of  
the topic which is difficult by any  
other method. However, for use by  
students there would need to be  
some worksheets with suggested en-  
quiries and activities to prevent aim-  
less button pushing and these are  
not provided in the booklet.

The booklet itself is very sparse  
but does adequately describe how to

operate the programme.  
To summarize, the special feature  
of this program is its dynamic nature  
— it is a useful teaching point to be  
able to build up the intensity pattern  
step by step and the facility of free-  
zing at interesting points cannot be  
had in the laboratory. This unit  
could be a useful supplement to the  
conventional teaching of the subject  
and it does not demand too much of  
the teacher trying to relate it to the  
rest of a class's work.

**Hydrogen Spectrum**  
Contents of the unit — 1 copy pro-  
tected floppy, disc contains 2 pro-  
grams — Teacher's Demo, Students'  
tutorial; 1 A5 Teacher's Guide (28  
sides); 2 A5 Student Guides (7  
sides).  
Requires 32K RAM 380Z with disc  
drive and high resolution graphics  
board.

This unit is an excellent example of  
how to treat a difficult topic in a  
new and exciting way which it would  
be impossible to do without the  
computer.

It graphically and dynamically  
illustrates the links between the  
familiar Hydrogen Spectrum dia-  
gram (cf p 426 Nelson and Parker)  
and electron transitions between  
energy levels. For example in the  
Teacher's Demo it is possible  
to have the program randomly  
generate and display transitions be-  
tween any two (out of 5) levels and  
simultaneously build up the spec-  
trum. The speed at which this pro-  
ceeds is easily specified. Alternative-  
ly the teacher can concentrate on  
the energy per mole implied by elec-  
trons being at a given excited state.  
Individual portions of the spectrum  
may be displayed and examined or  
attention can be focused on a particu-  
lar series which the program recog-  
nizes by name.

This program of this unit has 14  
"levels" each of which is an inde-  
pendent drill and practice exercise  
in the symbols, valencies and formu-  
lae of a subset (28) of the element  
and 10 common radicals. The higher  
levels also set questions on equa-  
tions, balancing equations and molar  
calculations.

While some of the screen displays  
are not very clear the program is  
very easy to use and is intended for  
student use rather than teacher de-  
monstration. To this end the desig-  
ners have built in an assessment  
function which records the user's per-  
formance at a given level. The users

The second program is a Student  
Tutorial. This shares some features  
with the Teacher Demonstration  
especially the screen layout. It is  
organized into 18 stages which make  
reference to the exercises in the  
Student Booklet. The route through  
the 18 stages implied by the booklet  
is completely linear which could cre-  
ate a problem of long uninterrupted  
sessions at the computer. However  
the Teacher's Guide does describe a  
method of jumping between stages  
that could alleviate this.

This is an original unit which  
offers new possibilities for the topic  
but which consequently makes de-  
mands of the teacher in relating it to  
classroom work. The student tutor-  
ial program is to complex that the  
students would need a lot of prepa-  
ratory reading (which the student  
booklet does not provide) but once  
again the images are unique.

**Symbols to Moles**  
Contents — 1 copy protected floppy  
disc; one A5 booklet of 23 sides,  
two A5 data sheets for the elements  
used in the program.  
Requires — minimum 32K RAM  
380Z with disc drive. COS 3.4 or later.

The program of this unit has 14  
"levels" each of which is an inde-  
pendent drill and practice exercise  
in the symbols, valencies and formu-  
lae of a subset (28) of the element  
and 10 common radicals. The higher  
levels also set questions on equa-  
tions, balancing equations and molar  
calculations.

While some of the screen displays  
are not very clear the program is  
very easy to use and is intended for  
student use rather than teacher de-  
monstration. To this end the desig-  
ners have built in an assessment  
function which records the user's per-  
formance at a given level. The users

give these codes to their teacher  
who can thus monitor progress. One  
problem of this scheme is that it  
takes little account of unfamiliarity  
with the medium.

Another problem could arise if  
clever or unscrupulous students  
crack the code (not easy), so  
teachers should be cautious with the  
data retrieved. There is a general  
enthusiasm among teachers for drill  
and practice programs, but several  
studies throw doubt on this way of  
using a computer. Furthermore  
many workers have pedagogical  
objections to using a computer to  
assess students.

The questions set in a particu-  
lar level are chosen randomly from an  
apparently large selection and the  
technique for responding is clear. A  
very nice facility is a hidden (from  
the student) management option  
which offers the teacher a means of  
tailoring the operation of the pro-  
gram to his or her needs (eg remov-  
ing the assessment).

The molar calculation levels are  
graded and set reasonable quantities  
without being puerile so the student  
is forced to think but not baffled.

On the whole the program is un-  
breakable and fairly quick in opera-  
tion but there is an error in the  
inputting of numbers to balance  
equations which can lead to a cor-  
rect answer being judged incorrect.  
The booklet for the unit tells how  
to run the program and contains  
tables of the data used. It also ex-  
plains how one interprets the assess-  
ment codes. Importantly there are  
several hints on the use of the pro-  
gram based on the experiences  
gained during development.

Teachers who are bored with  
photocopying tests on valencies,  
moles and balancing equations or  
students who are bored with answer-  
ing them may find this unit a useful  
alternative.

computer circuits, but that's  
irrelevant. What you are asked to do  
is a compelling task in logic. Depth  
— certainly. Many adults will get  
drowned. For the masochist there is a  
facility to make up machines of your  
own design.

Every home should have a copy  
of *Rocky's Boots*. For once a com-  
puter simulation is better than the  
real thing. Here you can see the  
electricity flowing without the (ex-  
pensive) diagnostic equipment that  
is nearly always left out of children's  
electronic sets. You can even make  
the electricity flow at a slower  
speed, the better to see what's going  
on in your circuit.

The same high standard of pre-  
sentation, though with less imagina-  
tion, is to be found in *Bumble  
Games* and *Bumble Plot* being re-  
spectively for four to ten and eight  
to thirteen-year-olds. These pro-  
grams are concerned with drawing  
graphs. The version for older chil-  
dren uses negative x- and y-co-  
ordinates. *Bumble Games* first uses  
letters for the x-axis and numbers  
for the y-axis before moving to full  
Cartesian co-ordinates for the first  
quadrant. From any other source  
one might have thought these two  
programs good but there is substan-  
tial evidence in the others that the  
company is more to The Learning Com-  
pany than thinly disguised "Hurtle" and  
graphical noughts and crosses.

All extant and would this set of  
programs should be seen by a substan-  
tial evidence in the others that the  
company is more to The Learning Com-  
pany than thinly disguised "Hurtle" and  
graphical noughts and crosses.

All Apple II users with children  
should buy as many of the set as  
they can afford. Prices are high,  
reflecting the cost of producing a  
quality product — *Juggles* weighs  
in at about £30, *Bumble* at £40 and  
*Rocky* and *Gertrude* at about £50.  
VAT included.

## Gertrude and Bumble

Mike Thorne on programs for primary age children

Six programs from the Learning  
Company in the USA  
Available from Pete and Pam Com-  
puters, Rossendale, Lancashire.  
For Apple II computer  
Between £30-£50.

Desperadoes seeking good Computer  
Assisted Learning software have  
often gone off to the USA, only to  
come back very disappointed. The  
difference in educational approach  
across the Atlantic and the seem-  
ingly relentless insistence on drill  
and practice in their software coun-  
teracts their two year headstart in  
educational computing.

However, there were favourable  
reports of two important centres:  
The Children's Television Workshop  
and Ann Plastrup's Learning Com-  
pany. Thanks to Pete and Pam  
Computers of Rossendale, Lan-  
cashire (0706 227011), the first six

programs from The Learning Com-  
pany have recently reached these  
shores.

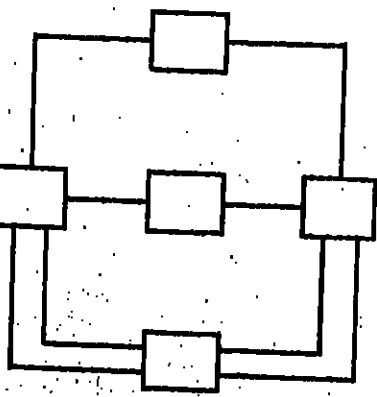
Between them *Juggles*, *Rocky*,  
*Gertrude* and *Bumble* take their  
young human friends through pre-  
reading and logic games, a machine  
builder and an introduction to graph  
plotting. The programs are colourful  
and well designed, several of them  
possessing that elusive quality —  
depth.

*Gertrude's Puzzles* is about shape  
and colour relationships and has to  
be explored in the manner of an  
adventure game before you can  
even get started on the learning  
activities themselves. There are  
rooms containing loop puzzles,

rooms with box puzzles, rooms with  
network puzzles and rule rooms  
(guess what for . . .).

Those players who get bored with  
all that can enter the new puzzle  
piece room or the shape-edit room  
to create their versions of the  
games. Attendant parents who can't  
bear the computer noise can switch  
it off (a facility available in all the  
programs) but this would probably  
be a waste of time as the noise of  
excited children is likely to cover  
the tunes and whistles from the  
computer.

Finding one's way round all the  
rooms requires tenacity. It's easier  
with a joystick but some sample  
six-year-olds had no real problems  
without one. In fact understanding  
and practising with the control keys  
added to the fun because of the nice  
way in which it was presented. Hav-  
ing got to a room of your choice,  
it's time to begin work on a puzzle.  
As an example of a box puzzle, a  
supply of the following shapes:



Fortunately it's not only the over-  
sized who can enjoy *Gertrude's  
Puzzles* because a version for four  
to six-year-olds is available entitled  
*Gertrude's Secrets*. It operates in the  
same way but has slightly easier

*Juggles Rainbow* is fun for very  
young children, and as they enjoy  
themselves they'll be practising all  
sorts of pre-reading and mathema-  
tical skills like learning which is up,  
which is down, which is left and  
which right. There is little depth in  
this program and I think the chil-  
dren's interest would soon wane  
but it is prettily designed. *Rocky's  
Boots* on the other hand is abso-  
lutely superb. It's supposed to be  
for "kids aged seven and up". But  
through eyes used to seeing dozens of  
CAL programs a month I found it  
thoroughly absorbing. Again there  
are rooms to explore, Adventure  
Game style, but this time the object is  
to build machines which recognise  
coloured shapes. Actually this is the  
on-screen equivalent of connecting  
flip-flops and, of and not gates to build

In each of four colours has to be  
used to fill in a 3"x3" grid of boxes  
so that every row and column has  
only one piece of each colour and  
one of each shape. In the network  
puzzles an arrangement of boxes  
(as drawing) must be filled with the  
above coloured shapes so that boxes

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- Data confidentiality which prevents any unauthorized access to any data on the system.
- Data availability which prevents any unauthorized access to any data on the system.
- Data reliability which prevents any unauthorized access to any data on the system.
- Data consistency which prevents any unauthorized access to any data on the system.
- Data accuracy which prevents any unauthorized access to any data on the system.
- Data completeness which prevents any unauthorized access to any data on the system.
- Data validity which prevents any unauthorized access to any data on the system.
- Data veracity which prevents any unauthorized access to any data on the system.
- Data trustworthiness which prevents any unauthorized access to any data on the system.
- Data credibility which prevents any unauthorized access to any data on the system.
- Data believability which prevents any unauthorized access to any data on the system.
- Data acceptability which prevents any unauthorized access to any data on the system.
- Data appropriateness which prevents any unauthorized access to any data on the system.
- Data desirability which prevents any unauthorized access to any data on the system.
- Data feasibility which prevents any unauthorized access to any data on the system.
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## Drugged athletes

Bob Catterall on 'Third World Studies'

OPEN UNIVERSITY  
Third World Studies  
Open University Course U.204  
BBC2  
Sundays 12.40-13.05 and repeated on  
Thursdays 06.55-07.20.

"My country is a sick athlete, an  
under-nourished athlete, an athlete  
with grave health problems, leading  
the marathon. Drugged, with infla-  
tion, and drugged with debt." Joel  
Beting, a financial journalist, was  
talking of Brazil but like much  
Third World experience it in-  
creasingly relates to First World ex-  
periences.

Beting's statement is made in one  
of the TV programmes that accom-  
pany the Open University's new  
course on "Third World Studies".  
This course is, in sheer quantity, a  
massive contribution to Develop-  
ment Studies. There are eighteen  
TV programmes, five audio casset-  
tes, eighteen course texts and  
guides, four set books and a Third  
World Atlas.

In addition to a general survey of  
Third World countries, their nature  
and their global context, there are  
detailed case studies of aspects of  
Peru and Brazil, St. Lucia, Turkey,  
India, Nigeria and Mozambique, as  
well as of African fiction and film,  
Caribbean literature, pastoralism,  
the relocation of clothing and textile  
manufacture and the International  
Monetary Fund. There can be no  
doubt, then, that the course is mas-  
sive in quantity and range but what  
of its quality and how useful is it?

A good starting-point for an  
assessment is a comparison between  
the TV programmes on Brazil and  
St. Lucia. The emphasis in the Bra-  
zil programmes is on economics,  
technology and politics and that of  
the St. Lucia programmes is folk art  
and high culture. This contrast re-  
flects alternative approaches to  
understanding societies that may

escape ultimate synthesis at the  
Open University just as they tend to  
do in the school curriculum.

The TV programme *St. Lucia: People and Celebrations* (repeated  
on April 7) explores both the un-  
easy mixture and complete fusion of  
cultures in that island: it does so as  
part of an approach to the Carib-  
bean as a whole. It explores African  
religious and musical traditions  
there as well as post-Vatican II Ro-  
man Catholicism. It shows, for ex-  
ample, a ceremony of the Kwele cult  
with its strong African roots, on the  
one hand, and, on the other, a re-  
ligious mural in one of the churches  
by a local artist.

Of the two relevant bands on the  
audio-cassette, one is an interview  
with a musician and the other a  
discussion between the producer, Ed  
Milner, and a member of the course  
team, John Figueroa about the dis-  
tinction between mixture and fusion  
and its significance for cultural  
change. Apart from a reference on  
the programme to the long represen-  
tation of African cultural traditions on  
the island, the only other explicit  
attempt to relate power to culture is  
on the cassette.

It is the world of power, however,  
economic, technological and political,  
that dominates the three pro-  
grammes on Brazil (first transmission  
on May 29, June 12 and September  
18). There, as Beting, a Brazilian  
financial journalist and TV commen-  
tator, remarks, they have "the fastest  
iron ore in the world" They are  
building a super-modern railway  
which in England would be used to  
carry passengers at 90 miles an hour —

and Brazil built it to carry iron ore".

These programmes (produced by  
Roger Penford) and the related  
course text trace the connections  
between superexploitation and  
large-scale underdevelopment and  
unemployment, worker and union  
resistance, "new technology" and  
uses of energy, and supranational  
business, markets and finance. The  
high technology is undoubtedly a  
powerful presence but it is Beting  
who also uses the image of the sick,  
drugged marathon leader. A car  
worker concludes that "the middle  
class no longer exists in Brazil.  
There exists only the poor class, and  
the upper class."

The contrast between the ma-  
terials on St. Lucia and those on  
Brazil is not just a matter of the  
size, scale, degree and rate of "mod-  
ernization" of the two countries.  
The contrast between the "cultural"  
emphasis of the St. Lucia pro-  
gramme and the economic, technologi-  
cal and political emphasis of the pro-  
grammes on Brazil is partly a result  
of the fact that the high and folk  
cultures specialists of the course  
team represent historic connections  
with the English-language writers of  
the Caribbean and Africa and not,  
for example, with the Spanish and  
Portuguese writers of Latin Amer-  
ica. More importantly, though, the  
failure here is that of the course  
team as a whole to bridge the great  
divide that makes it seem almost  
impossible to establish effective con-  
nections between the arts, including  
literature, and the rest of the curri-  
culum.

In the course texts there is an

attempt to build a bridge under the  
flag of "culture", particularly in  
"The Making of the Third World"  
(Block 2, Parts A C) where a  
sociologist, Janet Bujra, tries to get  
a dialogue going "toward the defini-  
tion of culture" and John Figueroa  
turns up at the last moment wearing  
a philosophical as well as literary  
hat to offer an addendum on "Cul-  
ture and the common rendez-  
vous". But, even with the help of a  
little philosophy and the invocation  
of the Caribbean and universal  
genius of C. L. R. James, sociology  
and literature do not meet at the  
common rendez-vous and would not  
perhaps even understand each other  
if they did.

Ed Milner has more success with  
this problem in his five programmes  
on Indian rural life, agriculture and  
"The Green Revolution". These illus-  
trate the possibility of an approach to  
documentary films that could occupy a  
significant part of the space between  
literature and "the sciences" (including  
sociology). As the Course Guide notes  
but does not elaborate: "The TV  
programmes aim to substitute — of  
course to a very limited extent — for  
first-hand experience of Third World  
conditions. In doing so, they are de-  
signed to let individuals, in situations  
relevant to the case studies, speak for  
themselves as far as possible." There is  
a possible bridge here with the notions  
of experience and situation added to  
that of culture but the chance is missed.

It is missed, too, in the programmes  
on Turkey and Mozambique.  
Nevertheless, the TV programmes  
(particularly those on India and Bra-  
zil) and much of the course material  
should be available to a wider audi-  
ence and readership. Together with  
some of the work in the very uneven  
Channel 4 series, "Common Interest",  
with Len Brown's BBC Schools  
Geography series and a few other  
items, many of the basic resources for  
an adequate approach to Third World  
Studies are now available.

## BRIEFINGS

radio & tv

Continuing education  
and  
general interest

Graham Greene — I Accuse (Friday,  
April 1, BBC2)

Graham Greene explains how and  
why he uncovered a trail of Mafia-  
like crime in the South of France.  
This documentary follows Greene in  
his efforts to seek justice for a  
young friend.

Il Nuovo John Pickling (Saturday, 18.45  
C4)

The portrait of an artist who has  
been adopted by Sicily and has him-  
self combined the Sicilian country-  
side in his geometric art.

Laurence Olivier Presents King Lear  
(Sunday, 20.25 C4)

Laurence Olivier's first television  
Shakespeare play has been set in the  
year 800. Roy Stonehouse created  
14 settings for Olivier to play Lear  
for the first time since 1946.

The Empty Tomb (Sunday, 22.5 Radio  
4)

Christians have always believed  
that the "empty tomb" is an essen-  
tial aspect of the Resurrection of  
Jesus. Two distinguished theologians,  
Hubert Richards and John  
Coventry try to answer the question:  
was the tomb empty on Easter Sun-  
day morning?



Database (Tuesday, Wednesday,  
Thursday, 10.35 ITV)

The first three programmes in a  
series which provide advice for  
those buying computers and sup-  
plies.

Discovering Birds (Tuesday, 21.00  
BBC2)

Eight programmes looking at the  
skills required in birdwatching. Be-  
gins at the simplest level — in the  
garden.

A Sense of the Past (Thursday, various  
times ITV)

Greene Garden investigates real  
English food, examines the history  
of shopping and what students can  
learn from old packaging and  
enamel advertising signs.

Anglo-Saxon Attitudes, the widely  
acclaimed documentary film on mul-  
ti-cultural education, will be broad-  
cast again on Monday April, at  
18.05. The film pulls together some  
main themes from the in-service  
teacher training series, Multi-Cultural  
Education, which was shown last year.

The documentary is designed as a  
stimulus to discussion on teacher  
training courses or among heads and  
their staff and raises questions about  
how schools can help prepare chil-  
dren for life in a multi-racial society.  
This includes questions about the na-  
ture of unconscious, unintentionally  
institutionalised forms of racism. 180  
course book for teachers, *Multi-  
Cultural Education* which is available  
from bookshops for £3.75 plus £1.15 p  
and p direct from BBC Publications,  
Box 234, London SE1 3TH.

As it is produced by the Con-  
tinuing Education Department col-  
leges teachers centres and schools  
can legally make video copies off air  
for training and discussion purposes.

## Access then and now

Hugh David

Children's Television  
First Post  
Granada for the ITV network, be-  
ginning 7 April at 4.20pm

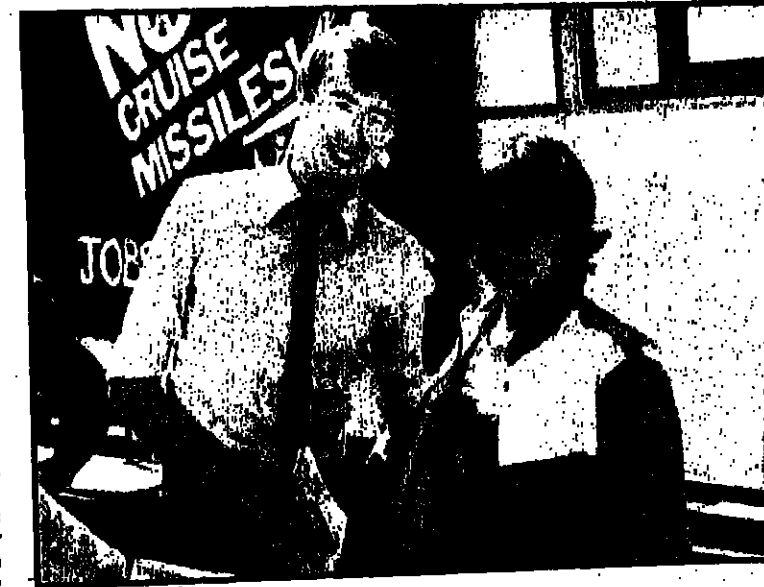
Barry Report  
Yorkshire Television for the ITV  
network, beginning 7 April at  
4.30pm

Years ago when the world was  
young, when stamps cost only 4d,  
and everything went first class, the  
BBC had a programme called *Junior  
Points of View*. Children used to  
write in complaining that *The Man  
From Uncle* was on too late, asking  
to see their favourite bits from *Blue  
Peter* all over again and moaning  
about how unfair it was that *Crack-  
erjack* went out on Friday evenings  
when they had to go to Brownies. A  
letter from Sarah Ward smoothed  
the feathers, and in those far gone,  
pre-*Swap Shop*, pre-phone-in days it  
all passed for good, snappy "access  
television".

Proving that there's nothing new  
under the sun, least of all in televi-  
sion (think of all those repeats!) the  
BBC has a programme called *Junior  
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the feathers, and in those far gone,  
pre-*Swap Shop*, pre-phone-in days it  
all passed for good, snappy "access  
television".

Of course there have been some  
changes. Granada's presenter, ex-  
tender Sue Robble is far more  
direct than Sarah Ward could ever  
have been. "Oh, shut up, you lot!"  
she's wont to say to her young team  
of off-screen readers. There are  
"pop" interviews with children  
in schools and, most interestingly,  
plans to use the programme to help  
disabled television for children. In  
one of the regional programmes Sue  
Robble allowed herself to be made  
up as one of the walking wounded  
in the Battle of Hastings. In the  
new series we are promised a simple



Nick Rowan with guest

introduction to the television camera  
and a guided tour of a studio.

But at the heart of the program-  
me are the viewers' letters or at  
least the two or three line extracts  
mea are the viewers' letters or at  
least the two or three line extracts  
mea are the viewers' letters or at  
least the two or three line extracts

Access programmes can give one  
a foot in the door but not a seat on  
the board. Breaking in is difficult —  
unless one happens to be a 12-year-  
old playwright, a 14-year-old writer,  
ski champion or an infant antarctic  
explorer. In that case, Nick Rowan,  
two-year-old television reporter who  
candidly admits an ambition "to be  
another David Frost" is definitely  
your man.

In *Rowan's Report* he has devised  
a series in phenomena who have  
these infant phenomena who have  
found "fame", wealth or achieve-  
ment — almost, before they have  
found themselves. A good person-  
age are the usual, run-of-the-mill  
would-be models, singers or starlets,  
but those are contrasted with other

## Images of Egypt

Hugh David

A new package four upper primar-  
ies, called "Cultural Images" is  
based



Channel 4 was always going to be committed to education. It was always going to care about minority interests. It was also always going to be in the front line of the advertisers. Whether it's come as any surprise to anybody that programmes which are educational, and therefore serious, and particularly programmes which are educational, serious and aimed at minorities, should have come out with low ratings, therefore seems unlikely. So how were, and are, the advertisers ever going to be wooed?

Channel 4's chief executive, Jeremy Isaacs, was reported recently as talking to a conference of advertisers in terms of getting "some of it out of the way very early in the evening when few people would watch anyway". Whoops!

They'd still screen the programmes, (they are contractually obliged to put out seven hours of IBA validated educational material each week) but because hardly anyone's watching them they'd screen them at a time when the only people home are doing their homework, watching *Blue Peter* or getting the tea. Result - even fewer people watch, even the ones who actually wanted to. This doesn't sound too much like commitment - though, to be fair, a great deal more than seven hours of current output could be termed educational. They are certainly not scratching around to make up the IBA quota, which at present doesn't include current affairs or music or classical drama.

Perhaps this is why there's some confusion about just which C4's education programmes are; a confusion compounded by the fact that the idea of education behind them isn't the traditional one many people are used to. Channel 4's whole theme for education is continuing education. Everyone has a right to learn, and to go on learning for as long as they live, and the range of what can be learned is boundless. Learning can be about yourself, mind or body, or about your environment, physical or cultural. You can learn how to acquire a skill, do a job, enjoy your leisure. You can learn how to use numbers, how to think, how to be discriminating in consumption, how the Old Masters put it all together then, and the relevance of taking Shakespeare all to pieces now.

All of this has been on offer in the past few weeks, and there are also current monthlies on food, gardening, DIY, done by real people, not experts) and design. Almost all these programmes have been up in the form of leaflets distributed to libraries, booklets you can send for, books you can buy, and Channel 4's



Some of Channel 4's high profile presenters.

## Confusion compounded

Jessica Sarraja surveys Channel 4's educational output

own educational liaison officer who'll be delighted to help set up projects related to the programmes in local communities.

Some programmes have other external links; the magazine *History Today* publishes a supplement related to the monthly programme *Today's History* which examines the history behind the news; *Make it Count*, a weekly on basic numeracy skills, has an arrangement with as long as they live, and the range of what can be learned is boundless. Learning can be about yourself, mind or body, or about your environment, physical or cultural. You can learn how to acquire a skill, do a job, enjoy your leisure. You can learn how to use numbers, how to think, how to be discriminating in consumption, how the Old Masters put it all together then, and the relevance of taking Shakespeare all to pieces now.

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of whom comes with each river, all

the right questions. When do you use a floating line? a sink-tip line? a copper spoon? Should you play a fish through the reel or through your hands? What are the relative merits of Mickey Finns, or Breathalysers?

The standard maggot is a bronze, the minder ruminates, but some people breed their own multi-coloured ones. Jack idly plunges his hands into a bowl of the bronze ones and watches them drop and drip through his fingers.

Autumn on the Tay, and Jack finally finds his thrill, in an epic encounter with an 18lb salmon. "Oh, you bugger, what a nice fish," he exclaims, glimpsing what he's hooked. "I'm happy as a pig in mud, me!" Not what dismay by the resident minder's suggestion that this fish is tired after a long journey, and not likely to cause much trouble, or that Jack might let it slip anyway. "I'll jump in with a knife in my teeth!" shouts Jack.

If you don't fancy stepping into Jack Charlton's green wellies (who was it said real men don't wear them?) you might prefer to point along with *Tom Keating on Painters*, another series which has gone down well, twice. The subtitles second

time round made a predictable but misguided attempt to correct and clean up his compelling and idiosyncratic modes of expression, though his Forest Hill French triumphed in the rendering of Hughes on screen as Anguie. Tom Keating wants to get inside paintings.

He wants to walk right in and turn around and see the painter painting. This is the effect he attempts with both the "Haywain" and the "Fighting Temeraire", all the while explaining the materials he's using, and the techniques; why Turner would have scumbled there or glazed here, why Constable, like Titian, favoured a red ground, how to roll your own pencils like Degas, and above all, how to understand what meant most to any one of them. A wonderful series.

Tom Keating's great television skill is to paint and talk at the same time, teaching by demonstration, showing by doing, welcoming us all inside his empathetic relationship with his heroes. A similar welcome is shown by Kaleigh Quinn in *Stand Your Ground*, a series based on the presenter's own women's self-defence class, but embodying much more than this immediately implies.

Kaleigh Quinn believes that women's physical weakness stems from their own self-image in relation to men, their lack of belief in themselves, and lack of understanding of the real strengths of their bodies. "Give up the luxury of being weak," she urges. "Take up more space!" Full of repose, controlled, strong, also suddenly let the power flow out of her, like a flame thrower. "Move!" she roars to her role playing attackers. "Move, move, move MOVE!" They move.

Interviews with her class members reveal the personal development they've achieved through the class, and the opportunity it's given not just to learn physical techniques but to discuss feelings and experiences. Reasoned, guided and encouraged into being stronger, more thoughtful and more decisive than they were before, their transformation is something that can't have done a lot for the advertisers, imprisoned in their housewife stereotype and unable apparently to appreciate that liberated women are consumers too. But this is true education for self development, for compensating for disadvantages in a world, for coping.

Coping skills are perhaps what Mavis Nicholson is helping us discover in *Practicals*, which focuses each week on a problem such as family rows, overriding ambition, teenage sex, or anything else enough people write in about.

Scratching your sores on television may not appeal to everyone, but there are certainly sufficient volumes to appeal to the programme and be counselled on the spot. Mavis Nicholson presides, with an analytical mind and a sympathetic eye (her own problem is getting the people's names wrong) and some success in encouraging her guests to explore their own feelings and step outside themselves for a more detached point of view.

One striking fact, emerging in all kinds of contexts is how very many men there are who think a woman's place is in the home serving their families, and how few of their wives agree with them. There are no answers; it's difficult sometimes to know what the questions are, and if you've watched the programme so far without it touching you somewhere on the raw, give it time, it will. But there is no shortage of 'phoned in comments to the number open after the programme; clearly there is communication, of the kind for which people feel a need.

All these programmes owe much to their presenters, and the same is true of some of the more conventional education programmes. In *Start Here*, a science in the kitchen programme for children, (which could go down well in schools, though Channel 4 will have to get cracking on their off air recording licensing if it's to be done legitimately) the presenter is a robot called Konrad. Then there's Gerald Durrell, in *Ark on the Move*, looking like a cross between Ernest Hemingway and Father Christmas, striding through the rain forest, facing a coral reef or cuddling a sedated lemur, always waxing passionate about the beauty of wildlife and the conservation imperative.

There's Michael Bogdanov waxing equally passionate in *Shakespeare Live!* about the political relevance of Shakespeare today, pushing and shoving us back to the text to see what's really there about the nature of power, or sexual politics, and pointing out that what's really there is what's really here too. Where there are people around prepared to lay themselves on the line like this, being passionate, or caring like Kaleigh Quinn and Mavis Nicholson, or just delighted like Jack Charlton, that's where you'll find good television. The educational content is there, too, but scarcely relevant; this is entertainment, and whether advertisers will watch it, and if they don't, how many education programmes will be lost in the ten-minute limbo, well, those are all entirely different questions.

Long ago, when boys wore short flannel trousers and had boils upon their necks, to listen to a schools broadcast was to take part in a special and reassuring event. Children were marched to the hall and settled down in good time. Miss Prendergast would attend to the knotted bakelite knobs and then she would sit, with unconscious symbolism, to one side of the fretwork wireless so that she and the children together could gaze attentively towards it.

Today, of course, the teacher in charge of visual aids would catch one of his ten-year-olds at nine o'clock and say, "Get the IVC and a blank tape; look up *English for Under Nines*" on the BBC Timetable; record it and take it to Miss Prendergast.

For her part, Miss Prendergast might use all the tape, or part of it, or she might set four children to listening on headphones, or she may not bother at all.

What has happened is that broadcasting has largely ceased to be a special and significantly different kind of resource, making organizational demands and in turn giving off a special aura. Instead, it is now at least well on the way to becoming one resource among many in the multi-media progressive classroom.

Mind you, the folklore image of the big wooden loudspeaker case and the upturned faces is an enduring one, and there are indeed programmes which still cleave strongly to it.

What is represented here is the didactic role of broadcasting - the bringing into school of material which the teacher is not going to provide. Broadcasting is, of course, very good at this in certain areas, of

Gerald Haigh on changes in schools broadcasting

## End of an era

which perhaps the prime example is that of music, where broadcasting is extensively used to fill in the gaps in musical skill which exist in so many primary school classrooms.

On the whole, though, education likes to think that it has moved towards something less authoritarian, towards the kind of classroom where teacher is less dominant and where responses are evoked rather than demanded. It is at least possible to argue that broadcasting - and particularly television - sits, by its very nature, uneasily in this kind of setting. Television, after all, is the big eye in the corner giving out the word. It does not discuss, or move about the room, or point questions to other sources. It may be in colour, with teletext buttons, but you still have to sit still in rows and watch it while it tells you things.

One answer - and surely the only sensible one - is to sidestep the question and to put educational broadcasting policy together from the starting point not of the curriculum needs of schools but of what broadcasting is good at. Right from the static-laden days of Savoy Hill, radio has been superb at programmes where people chat about music and perform it, which is why BBC Radio's music programmes will continue to thrive almost regardless of changing fashions in classroom practice. In a world of steel bands and synthesizers, *Singing Together* is still a relentless front-runner in

terms of take-up figures.

Many teachers would feel that what television is particularly good at is the simple task of bringing into school good lively moving pictures of the kind which cannot be provided in any other way. Thus a teacher in Mid-Warwickshire who wishes to cover the topic of coastal erosion will regard the *Near and Far* (BBC) programme on the subject, with its dramatic helicopter shots, and interviews with people whose houses have disappeared from cliff tops, as an invaluable resource. A programme like *Mathscore* (BBC) too, does ordinary classroom work on maths topics, but it provides a wealth of good illustrative material at a rate and of a quality which would be beyond the ordinary teacher.

Not surprisingly, there are those in broadcasting who are not entirely content with that role. Mike Guter of Central Television feels that television as a concept has gone beyond the level of an audio visual aid and that we must "get away from the notion that television is a multiplier of the teacher's efforts".

The relationship between broadcasting and the curriculum has always been a complicated one. Those TIMS back in 1952 could already see this country more than any other. Video will make it possible to file away programmes in the schools resource centre, to be used when and how the teacher wants.

This in turn will inevitably affect the programmes themselves - already there is a trend for secondary programmes to be in "units" rather than linked linear series, and

much the same kind of instant "point of sale" effects are visible today. A teacher who takes *Times Television's Middle English* is going to find it that much more in the appropriate afterwards to go back to the Ridout book or the SRA card.

Chris Jones, Education Officer at the IBA suggested that television "cannot be in the vanguard of progressive education", but implicit in what he said is the assumption that it will be nearer the front than the back. Donald Grattan, Educational Broadcasting Controller at the BBC, was not saying anything very different when he suggested that "if broadcasters are not among the responsible innovators then I do not know why else they are in business". Phrases like "responsible innovators" and "must not be in the vanguard" clearly suggest a practical policy of keeping up with the leadership but being careful not to rush off ahead where lie the minefields and blind side alleys.

So where is it all going? The unanimous view is that television as a whole has come to the end of an era. It is fashionable to say that "The Golden Age of rationed television has come to an end". Thus Channel Four is not the beginning of something new but the conclusion of an older style of operation. The key to it all is the video recorder, which has boomed into popularity in this country more than any other. Video will make it possible to file away programmes in the schools resource centre, to be used when and how the teacher wants.

This in turn will inevitably affect the programmes themselves - already there is a trend for secondary programmes to be in "units" rather than linked linear series, and

if you know that a programme can be stopped, studied and repeated, then you may well feel able to pack in more and increasingly complicated material, restoring to the teacher the task of interpreting and selecting it.

Though, as Mike Guter pointed out, if you use the VTR simply to repeat a difficult point over and over again, then you are once again using a progressive medium in an unimaginative and reactionary way.

Donald Grattan feels that the BBC is going to become, in educational terms, not so much a broadcaster as a multi-media publisher, putting out video, print, audio, and computer software to be used by teachers as they want. Inevitably, therefore, they will come into competition with other publishers of similar materials, and will have to identify very clearly what it is that they can do better than anyone else.

The inspectors back in 1952 were enthusiastic about the special nature and advantages of broadcasting, which stimulated and interested children to the point where there were numerous examples of pupils continuing to listen when they were away from school or on holiday. Seen from that angle, the torrent of electro-freneticism into which it has all grown is a daunting prospect.

Still, there is some comfort in the fact that it is upon the radio that the BBC will, in the autumn of this year, be running a new series on *Using Your Computer*. When you listen to it, and view the accompanying filmstrips, and feed the software tapes to your micro, the shades of Miss Prendergast and her fifty-eight frocked and flannelled charges will not, perchance, seem very far away.

ence education is measured not merely by the quantity of information transmitted but by the recipient's attitude both to the information and to the means of its acquisition, we begin to suspect that the cultivation of the imagination should be high on the list of priorities in educational reform. Starvation of the imagination, which reduces the excitement of scientific discovery to a sterile routine of fact absorption, may also explain a decline in general education particularly in the arts, in both formal courses and in recreation. Any shortcomings in the formal field must be left to the specialists but those in the recreational arts are the concern of all of us.

## Excess of information

Frederick Aicken on the cultivation of the imagination in science

Every parent is aware of the problem of deciding how much help to provide for his children. There is a balance to be found between too little (leaving the children bewildered) and too much (weakening the youthful appetite for independence).

Teachers and artists - novelists, dramatists and film directors - have a similar problem. Too much information spoils jokes; compare the verbose captions to ancient cartoons on the back page of *Punch* with their pithy modern equivalents. It can make the potentially erotic seem boringly mechanical; Garbo and Gilbert could do more with two cigarettes than any stereographed copulation on television. It reduces horror either to the nasty or the ludicrous.

It transforms Shakespeare into wallpaper-coloured Lamb's tales and classic Russian novels into fancy-dress Dailies. It replaces the excitement of scientific discovery with the tedious assimilation of facts. And it does all this because it fails to provide breathing space for the imagination.

Consider children's information books; for instance. They offer an abundance of scientific facts and a wide variety of experiments for the entertainment of little do-it-yourselfers. But, if any, leave a clear and accurate impression of what science is about. A proper scientific experiment helps the scientist to choose between alternative hypotheses created by his imagination. Information-book experiments may offer plenty of practice in dealing with apparatus but otherwise they simply illustrate or appear to verify established principles.

It may be illuminating here to consider the use of television in science teaching. At one time, science programmes simply substituted studio experiments for school demonstrations; some still do - a current series for sixth forms spells out what is clearly visible on the screen, imperiously tells the viewers what to look for and, with a superfluity of information, dispenses with his participation. Later programmes took scientific topics into the real world and thus made some sort of progress while underlining the misuse of television.

actual investigation. Some open-ended programmes, with conclusions left to class discussion, have been produced but they have not been popular.

The coming of the video recorder should have marked a major revolution in education through televised science. For the first time, a teacher could use a programme in accordance with his own approach to a topic and in phase with the gradual awareness of his pupils. Producers could forget about the deception of the neatly packaged programme and about the dangers of compression or over-simplification; judicious use of the stop-start button during playback would allow time for ideas to expand during discussion and would

restore some of the untidy groping for truth of scientific exploration. The BBC series *Physical Science* was planned with the co-operation of practising teachers. Significantly perhaps, it deals with topics which would otherwise exercise the maximum of imagination in both teacher and student. The resultant programmes are models of clarity but their concentration indicates that they were intended to be used piecemeal, interrupted for questions, re-run, shown without sound for classroom comment.

Yet after the initial transmission it became clear that many teachers were using the programmes as they would live broadcasts.

If we agree that the value of sci-

## The plebs are here

Hugh David on children's drama

A lot has happened in the world in the years which separate Greyfriars School from Grange Hill. The focus has been pulled so that the drama series about life in a London comprehensive had at its peak an audience of around twelve millions, while life at a Greyfriars-like public school is now seen as odd enough for detailed, fly-on-the-wall documentary treatment. A lot of assumptions have changed. Chief amongst them seems to be our view of children. No longer are they regarded, as Rousseau regarded them, as a breed of middle-class noble savages, innately good, innately polite and ultimately perfectible.

Nowadays we're less optimistic, more cynical - and ironically more tolerant. There was unpleasantness at Greyfriars, but that was just mischievous, called off (and it always was called off) at the slightest word from a prefect; light-years away from the leimotifs of racism, corridor mugging and out-and-out bullying which have been a feature of the recent series of *Grange Hill*.

The gloves have come off in children's television. Today it is the contemporary, hard-edged, warlike (or in the case of *Grange Hill*, acene-) and all series which draw the headlines - and the audiences - at the expense of other, no less worthy

programmes. Two recent arrivals illustrate the point.

Both *Tucker's Luck*, the BBC's unashamed spin-off from *Grange Hill*, and TVS's much-publicised network drama series *The Boy Who Won The Pools* continue the preoccupation with (yes, say it) the lowest common denominator. Both are superbly well made, but seldom take their eyes off real or imagined BARB figures. TVS are out for ratings, certainly, and in an area in which independent companies have previously had little success, but even that hardly justifies the programme's almost cynical hard-sell.

Rodney Baverstock, its hero, wins three-quarters of a million pounds on the pools and uses the loot to adolescent male's fantasies. Fast cars, a luscious blonde or two and lashings of rock-music create what the blurb calls "a dazzling fantasy of teenage fulfillment". And yet the teenage tycoon is and seems to remain as rough, as much of a pleb, as the products of *Grange Hill*. "An ordinary, suburban schoolboy", says TVS... like Tucker Jenkins.

*Tucker's Luck* is a somewhat similar, though vastly lower-key series from the BBC, following the fortunes of the one time *Grange Hill* heart-throb, now listlessly out of work and trying to cope in a seamy



Michael Water as Rodney Baverstock in *The Boy Who Won The Pools*

adolescent world of skinhead battles, butch girlfriends, drole queues and delinquency.

In justification for all this both the BBC and TVS would say that the series are attempts to come to terms with changing times. Children are maturing faster; there are 600,000 unemployed school-leavers like Tucker; and to be fair, television has never, since the days of *Ready, Steady, Go*, done very much for the adolescent viewer.

And the BBC at least can go on to say that normal service continues for younger children, just as it always has. And quite rightly; at that end of the market its hand remains as strong as ever. Its two new series, *The Machine Gunners* and *The Baker Street Boys* are examples of the very best in children's television, drama series which can hold up their heads without blushing in the company of anything transmitted later in the evening.

Interestingly, both are period pieces. In the dramatisation of Robert Westall's prize-winning novel *The Machine Gunners* Chas McGill and his friends live through the air-raids of World War Two, sustained by a passion for war souvenirs more than Churchill's heart-throb, now listlessly out of work and trying to cope in a seamy

the drama comes from the clash between the children's world and the strange universe beyond it inhabited by adults. The antics of Sticky Nicky's people up in the big house are made to seem quite as awful as Chas' determination to steal the machine gun from a crashed German plane. After all, he is doing it with the best of patriotic intentions.

In *The Baker Street Boys* that division between Us and Them is even stronger. An inventive series based around the adventures of Sherlock Holmes' army of waifs and strays, its focus is the kids themselves. Mr Olmes as they call him, Inspector Lestrade and the rest are shadows in the background. It is Wiggins, sidekick Beaver and the theatrical Sparrow who talk the foggy streets, solving heinous crimes on behalf of, but largely without, the help of the heroes of the hour. They are the heroes of the hour, pathetic scraps at the bottom of the heap - but still a part of it. Imagine *Grange Hill's* Gripper putting himself out to safeguard information "vital to Her Majesty's Government".

But they're Victorians, of course, the grandfathers of the muggers and extortionists of today's *Grange Hill*. They were dead and buried before the Great Change took place; generic or artificially engineered in carpeted corridors of television company offices, it was all after their time. Rousseau would have recognised them, or at least the solid gold hearts beating beneath the jackets.

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Yn eilaau ar gyfer Medi 1af 1983:  
**YSGL Y BERWYN**  
 Y BALA  
 (Cyflun 11-18; 576 o ddisgylblon)

**UWCH ATHRO/ATHRAWES** i rannu'r gwaith o arwain yr ysgol gyda'r Ffifedh ar Ddirwy Benneth. Cefr manylion llawnach am y swydd gyda'r ffurflen gais. Cyflog Dirpry Criegwr Gwip 9.

**YSGL UWCHRAOD CAERYBYI**  
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Gwabbodir cefnadau am awydd Athro/Atrowes i fod yn BENNAETH yr Ysgol Uwch (Blynyddodd 4 a 5) i ddechrau teulu neu ddynwysedig. Yn ysgol uwch y cyfnewid ydychyd. Fe fydd gan yr ymgyddwdd llywydduansu ddyfnewidwdd. Cyffwrdd: yn cynnwys cyfnewidwdd am arholiadau allanol a gwaith bugeiliol gyda'r bechgyn hyn. Disgylwyr iddodol hofyd ydyddwdd rhaglan bur eang o ddygys. Cyflog gradd Athro/Atrowes Hyn.

**YSGL DYFFRYN CONWY**  
 (Cyflun 11-18; 1,040 o ddisgylblon)  
 Athro/Atrowes i ddygys SAESNEG drwy'r ysgol hyd at Salen T. A. U. o. o. Poellblyddwdd o waith Lefel 'A' i ymgyddwdd addas. Cyflog Gradd 1a.

**YSGL DYFFRYN NANTLE**  
 (Cyflun 11-18; 800 o ddisgylblon)

Athro/Atrowes i ddygys GREFFT A CHYLLUN - METEL drwy'r ysgol. Y gallu ar awydd i ddygys'r pwmo drwy gyfnewid y Gymraeg yn hanfodol. Cyflog Gradd 2a.

**YSGL UWCHRAOD BODEDERN**  
 (Cyflun 11-18; 900 o ddisgylblon)

**CELF A CHREFFT**: Dwy swydd gyda'r rhan fwyaf o'r gwaith yn yr Ysgol Isaf mewn Und Grefftau Bwrsael. Bwrsael agwntwnt yn athro all gynnig agwntwnt fel Arlunio, Printio a Ffotograffiaeth, gyda'r person eraill yn canolwyo'n fwy ar weith tr demensiwn mewn gwaithnol ddefnyddiau megis coed, metel, dal a phlastig. Cyflog Gradd 1a.

**GWYDDONIAETH gyda phwybels ar ddygys gwyddonleath** fflaseg. Dymunol fflaseg cael rhywun gyda gradd mewn fflaseg gyda gwaith ar iddodol rannu dygys fflaseg yn y 5ed a'r 6ed dosbarth. Cyflog Gradd 1a.

**YSGL Y CREUDDYN**  
 BAE PENRYNHY  
 (Cyflun 11-18; 420 o ddisgylblon)

Athro/Atrowes **MATHEMATIG** i ddygys'r pwrn drwy'r ysgol. Gwybodaeth o'r Gymraeg yn hanfodol. Cyflog Gradd 1a.

**YSGL SYR THOMAS JONES**  
 AMLWCH  
 (Cyflun 11-18; 1,220 o ddisgylblon)

Athro/Atrowes i fod yn BENNAETH ADRAH IETHOEDD MODERN, ac i ddygys FFRANGEG drwy'r ysgol. Cyflog Gradd 3.

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**NORTH YORKSHIRE COUNTY COUNCIL**  
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**BUCKINGHAMSHIRE MILTON KEYNES AREA**  
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